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Thesis

THE USE OF STUDY EXERCISES IN SENIOR HIGH SCHOOL  
AMERICAN HISTORY BOOKS

Submitted by  
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In Partial Fulfillment of Requirements for the  
Degree of Master of Education

1949

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First Reader: William H. Cartwright  
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CHAPTER I  
INTRODUCTION

The purpose of this study is to discover whether teachers of American history in the public senior high schools of Massachusetts use in their teaching the "exercises" and "helps to study" which are included in most text books; and if they do, which types they find most useful.

Just what may be classified as a help to study depends on the definition of "study" which is accepted. If one agrees with Howard E. Wilson's definition that study is activity or doing, the creative type activities, such as writing poems or plays, making pictures, or constructing models, take their places beside the older and more commonly accepted questions, outlines and problems. The latter aids to study seem to be included in Wilson's statement that "A pupil activity is an exercise or item of work, is expenditure of energy in any form, is any task or effort the doing of which may aid the pupil in attaining established educational objectives."<sup>1</sup> In support of questions, outlines, and problems as study aids, one may think with Henry Johnson that they give the pupil "something definite to look for and to think about in the

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1. Wilson, Howard E., "'Worksheets' as Aids in Supervised Study," The Historical Outlook, 20:287-291, Oct. 1929.



preparation of the history lesson."<sup>1</sup> Workbooks are a type of aid-to-study activity which, in the opinions of both Johnson<sup>2</sup> and Ernest Horn,<sup>3</sup> grew from the old study questions, guides, exercises and problems.

Included in this study are all the activities, questions and problems listed under those titles as well as under other titles such as exercises, aids, guides or helps to study, or things to do. They are usually found at the close of each chapter or unit, although they may be at the beginning or possibly even scattered throughout the reading.

Aids to study have long been found in American history textbooks. Tyler Kepner traced the history of teaching aids, which includes the pupil's study aids, from the earliest that he was able to find to those appearing in early twentieth century books.<sup>4</sup>

The first book Kepner found with questions was the third edition of William Grimshaw's History of the United States, published in 1822, which was accompanied by History Questions

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1. Johnson, Henry, Teaching of History, New York, MacMillan Company, 1940, p. 287.
  2. Ibid.
  3. Horn, Ernest, Methods of Instruction in the Social Studies, New York, Charles Scribner's Sons, 1937, p. 221.
  4. Kepner, Tyler, "The Influence of Textbooks upon Method" in the Fifth Yearbook of the National Council for Social Studies, Philadelphia, McKinley Publishing Company, 1935. The material for the following five paragraphs was taken from pp. 143-172.





for the Use of Schools. About the same time was published Charles A. Goodrich's History of the United States, and later a supplementary volume of two hundred pages of questions by Joseph Emerson. Still later Goodrich wrote a supplement with tables for general review of which Kepner says, "perhaps the first of the workbook ideas."

C. M. Thayer's First Lessons in the History of the United States which appeared in 1823 had questions with each lesson. Questions at the bottom of the pages were used in S. G. Goodrich's United States histories published between 1829 and 1865. In addition to questions at the bottom of the pages S. R. Hall's and A. R. Baker's School History of the United States, 1836, had an analysis at the top of the page, some suggested references, source materials and, in the preface, directions for drawing time lines. In 1845 Marcius Wilson's History of the United States had the questions moved into the margins. The third of B. J. Lossing's series, Common-School History of the United States, 1864, had review questions.

In his series of histories of the United States published from 1865 to 1883, J. J. Anderson used maps and map questions and review questions. J. D. Steele's Barnes' Brief History of the United States, 1871, placed the questions at the end of the book and used motivating questions before each division or epoch and followed each with a list of references and a chronological summary. H. E. Scudder's History of the United





States, 1844, and Short History of the United States of America, 1890, began chapters with definitions of difficult words and had a complete index. H. E. Chambers' books, 1887-1889, provided for meanings of difficult words in "Preparatory Notes" and had "Search Questions" at the close of the chapters. Questions for study, completion tests, reading references and major reviews were included in Edward Eggleston's books on American history, 1884-1904. From 1890 to 1893 were published D. H. Montgomery's three books with frequent summaries, questions and an appendix which included a reference list, questions for examinations and topical analysis.

Mary S. Barnes' and Earl Barnes' Studies in American History provided for map and notebook work, reading and library work, historical scrapbook and "impromptu dramatic exercises." W. F. Gordy's four history books, 1893-1913, "had provisions for individual differences, reference lists, and exercises (mostly questions) for the pupils." Edward Channing's series, 1897-1910, "provided for a class digest, private reading and conferences, 'fluent' recitations ('floor talks' to this generation), notebooks, class drill, 'perspective', daily review of perspective, written recitations and individual recitations."

After the first World War textbooks did not change much from those of 1910 except that new educational terms such as "Exercises", "Problems", and "Projects" appeared.



American education has long been characterized by its dependence upon the textbook. W. C. Bagley in the Thirtieth Yearbook of the National Society for the Study of Education which was published in 1931 stated that the opinion prevailed "that the classwork of our public schools is still characterized by the formal mastery and reproduction of textbook materials." He found that reports of surveys of the time partly confirmed the opinion although there was evidence of change in the elementary schools.<sup>1</sup> Edgar B. Wesley after writing that more textbooks are being published than ever before gave the Thirtieth Yearbook as the authority for his statement that there is "considerable evidence to show that the influence of the textbook is less pronounced than it was a few years ago."<sup>2</sup> He is referring, perhaps, to the statement of J. B. Edmonson, the chairman of the committee responsible for the yearbook, that "it is encouraging to find that there is a decline in the formal use of textbooks and a decreasing reliance on a single textbook."<sup>3</sup> Wesley thought there was little chance, though, of the textbook losing its place of importance which he

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1. Bagley, William C., "The Textbook and Methods of Teaching" in the Thirtieth Yearbook, Part II, of the National Society for the Study of Education, Bloomington, Ill., Public School Publishing Company, 1931, p. 24.
  2. Wesley, Edgar B., Teaching the Social Studies, Boston, D. C. Heath and Company, 1942, p. 375.
  3. Edmonson, J.B., "Introduction" Thirtieth Yearbook, Part II, of the National Council for the Study of Education, Bloomington, Ill., Public School Publishing Company, 1931, p. 3.





described by saying it probably has been the most direct and extensive influence upon the social studies and upon teaching methods in the United States. "By its teaching and learning aids it markedly affects methods and reflects the rising standards of scholarship."<sup>1</sup>

There has been much written about the reason for the universal, and, at least until the last decade or two, almost exclusive use of the textbook in America as compared to the European system of lecturing. Some writers give the superior quality and quantity of the American textbook as the reason.

Rolla M. Tryon briefly summarized "four legitimate claims that can be made for the traditional textbook in history" as

- (1) a textbook in history gives the teacher an outline of the work, a core, a backbone
- (2) the material in the text furnishes the basis for a unified discussion
- (3) with a text in the hands of each member of the class the teacher is assured of a certain amount of material organized around specific topics
- (4) regular, definite and systematic assignments can be made with a text as the basis."<sup>2</sup>

Ernest Horn wrote that "many texts set up valuable lists of questions and also help the students to raise questions for themselves."<sup>2</sup>

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1. Wesley, Teaching the Social Studies, p. 375.
  2. Tryon, Rolla M., The Teaching of History in Junior and Senior High Schools, Boston, Ginn and Company, 1921, pp. 55 and 56.
  3. Horn, Methods of Instruction, p. 219.





In the Encyclopedia of Educational Research it is stated that "with respect to specific technique for teaching how to study, there is little agreement from either opinion or research. Most frequently recommended is the use of study-guide questions and exercises which follow closely specific reading material."<sup>1</sup>

If the aids such as guidance questions and "suggestive questions and directions" provided by textbooks are brought to the attention of the pupil and he is directed to use them in studying his lesson Henry Johnson considers that a pupil should be able to make reasonable progress.<sup>2</sup> These aids must be pointed out to the pupil and he must be taught to use them. William H. Cartwright suggested that when teaching a class how to use a book the usefulness of the aids to learning as study helps should be emphasized and the difference between specific fact questions and thought questions should be brought out. Demonstrations of the way to use study aids should be given and the pupils should take part in them. The time spent in explaining these aids should be proportionate to the use the teacher expects to make of them.<sup>3</sup>

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1. Murra, Wilber F., Wesley, Edgar B., and Zink, Norah E., "Social Studies", Encyclopedia of Educational Research, New York, MacMillan Company, 1941, p. 1145.
  2. Johnson, Teaching of History, p. 265.
  3. Cartwright, William H., How to Use a Textbook, Washington, D. C., National Council for the Social Studies, 1945 pp. 2 and 3.



"The value of teaching and learning aids is widely recognized" in the opinion of Wesley. Although there are many differences among the numerous aids for both teaching and study appearing in textbooks for high school use, Wesley listed six types which he regarded as "fairly well standardized." They are

- "(1) fact, review, text or test questions
- (2) thought or discussion questions
- (3) word lists
- (4) pupil references
- (5) teacher references
- (6) problems, projects and activities"<sup>1</sup>

A study of the use of questions with the reading material in the social studies in junior high grades was made by John N. Washburne. Some of the conclusions were that questions do affect the recall and understanding of a history story and that the placement of the questions is so important that poorly placed questions are worse than none at all. He found that the most commonly used place, that at the end of the reading unit, is the worst; and that the best is at the beginning where gains are traceable to mind set in contrast to those at the end which are a review

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1. Wesley, Teaching the Social Studies, p. 387.





exercise. He concluded that preview questions are superior to review, although girls seemed more benefited by preview and boys by review.<sup>1</sup>

In order to adjust the textbook to individual differences among children, Raleigh Schorling and J. B. Edmonson found that authors of social studies textbooks use such devices as "introductory questions or stories to connect the lesson or unit with the experience of the children, participative experiences to develop insight and give practice about facts or problems within their grasp. Some other devices used by authors are games, suggestions for numerous projects and other types of activity, attractive maps, colored and action type pictures, new-type tests, and vivid concrete presentation of materials."<sup>2</sup>

One of the defects of textbooks which Rolla M. Tryon listed was that "no text can set up a sufficient number of historical problems and give suggestions for their thoughtful and progressive solution."<sup>3</sup> This may be a good argument against the textbook method and in favor of the activity method.

1. Washburne, John N., "The Use of Questions in Social Science Material," The Journal of Educational Psychology, 20: 321,360.
2. Schorling, Raleigh and Edmonson, J.B., "The Techniques of Textbook Authors", Thirtieth Year Book, Part II, National Society for the Study of Education, Bloomington, Ill., Public School Publishing Co., 1931, p. 54.
3. Tryon, The Teaching of History, p. 57





The tendency among recent writers on the subject of methods of teaching the social studies seems to be in favor of relegating the textbook to a minor part in teaching history in which it serves as an outline or the minimum content for the course. The trend away from the textbook may be surmised from the statement in Stormzand's and Lewis' New Methods in the Social Studies that workbooks constitute practically the only one of the newer methods which has not tried to get away from the textbook and subject-minded point of view."<sup>1</sup>

The inclusion of study aids and exercises in textbooks seems to indicate the acceptance of their importance in teaching and, indeed, in many school systems they are used as the major method in teaching history. The extensive use of the study aids printed in textbooks seems to lead away from the textbook method to the activity method.

Harry Lloyd Miller in 1927 expressed the opinion that children had been receiving "ready-made conclusions, printed pages, formulated truths, lectures, lessons, 'moving' pictures, slides, laws and the like" but that in the future they would take part in making them. The teacher's work would be to criticize the process and not the finished

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1. Stormzand, Martin James and Lewis, Robert H., New Methods in the Social Studies, New York, Farrar and Rhineheart, Inc., 1935, p. 30.



product, to direct study and not to hear lessons, and to lead the pupil to replace teacher criticism with self-criticism."<sup>1</sup>

From a survey of pupil activity in the social studies program in the junior high school it was concluded

(1) that the curriculum for the superior pupils should be enriched by giving them the opportunity to choose and carry out their own activities which would encourage them to express themselves and increase their desire to raise their standards of creative work.

(2) that the same opportunity should be given the normal pupil but the same level of achievement could not be expected

(3) that careful guidance should be given slower pupils because they have less time to devote to creative activities.<sup>2</sup> These conclusions are probably true on the senior high school level as well as the junior high school.

In California an experiment was completed recently in which, over an eighteen-month period, textbooks in science, English and the social studies often were used only as collateral reading, and current materials gathered from

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1. Miller, Harry Lloyd, Creative Learning and Thinking, New York, Charles Scribner's Sons, 1927, p. 11.

2. Struthers, Alice Ball, "Pupil Activity in the Social Studies Program" Junior-Senior High School Clearing House, 4:605-608, June 1930.





newspapers, pamphlets, bulletins, magazines, films and strips, recordings and transcriptions, and radio became the texts. The students made use of the resources of the community through trips and interviews with community leaders. The experiment showed that classes using current materials did at least as well on standard tests as classes using the standard curriculum only, but their knowledge was wider, their learning habits better, and they had gained an increased understanding of historical perspective. There was improved interest, participation and leadership. The development of critical thinking and ability to detect bias and allow for prejudice and point of view in the use of current materials was noted. The wide range of topics and techniques available made it possible to provide for individual differences among the students. Exchanging information and opinions brought respect for the feelings of others, a stirring of intellectual curiosity, and a sense of individual responsibility. A taste was developed for the magazines and newspapers which would be the continuing source of information for the pupils when they left school.<sup>1</sup>

Howard E. Wilson compiled a list of activities for use in supervised study or homework assignments. Wilson's di-

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1. Kinney, Lucien and Bell, Reginald, Better Teaching Through the Use of Current Materials, Palo Alto, Cal., Stanford University, 1947, pp. 10-18.





rections for its use were that the teacher should decide upon the objective he wishes to accomplish and then look through the list for the activities best suited to his purpose, or perhaps the list would suggest other and better ones. "A general rule may be drawn; the less mature the pupil the more dependent his study is upon external forms, provokers, promoters of intellectual and emotional processes. ---- He has to write and draw and speak and perform with his hands to a greater extent in order that he may learn."<sup>1</sup>

It is generally accepted in educational theory that there must be training and growth of all the pupil's powers through solving problems like those he will meet in adult life.<sup>2</sup> "The old, vague, and comparatively inadequate 'study questions' are giving way to more specific and promising 'study tasks.'"<sup>3</sup> "The daily 'lesson' must go. ---- A clean sweep will have to be made. A working group will be substituted for the conventional class organization. Units of learning, comprehensive in their nature, will be substituted for 'lessons.'"<sup>4</sup>

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1. Wilson, Howard E., "'Things to Do' in the Social Science Classroom", The Historical Outlook, 20:218-224, May 1929.
  2. Bagley, "The Textbook and Methods of Teaching", p. 7.
  3. Wilson, Howard E., "'Worksheets' as Aids in Supervised Study", The Historical Outlook, 20:287-291, October 1929.
  4. Miller, Creative Learning and Teaching, p. 10.



A survey conducted under the leadership of William C. Bagley indicated that "contemporary educational theory seems to be affecting elementary-school practice in a fairly profound fashion, and it is apparently not without its influence upon the secondary school."<sup>1</sup>

The effect of this educational theory is reflected in textbooks as well. "In many cases specific workbooks are published for use with a particular textbook, and many of the newer textbooks incorporate testing or study guide devices for each chapter."<sup>2</sup> The modern textbook is a vast improvement over the prototype --- and it contains more and better teaching aids than ever before."<sup>3</sup>

Henry Johnson wrote "Pedagogical aids seem in general to be designed for untrained teachers with little or no experience. In any event, their persistence in textbooks must be accepted as evidence of wide utility."<sup>4</sup> Bagley found that his survey seemed to show that the tendency of a teacher to use the methods accepted by contemporary

- 
1. Bagley, "The Textbook and Methods of Teaching", p. 25.
  2. Stormzand and Lewis, New Methods in the Social Studies, p. 30.
  3. Cartwright, How to Use a Textbook, p. 5.
  4. Johnson, Teaching of History, p. 255.





educational theory was directly proportionate to the extent of his training and to his instruction in educational theory.<sup>1</sup>

In spite of the apparent acceptance of the educational theory that "children learn by doing" and of the resulting provision in textbooks of study aids, exercises and activities, "There is some question as to whether some of the teaching aids are used extensively enough to justify their inclusion (in textbooks)."<sup>2</sup> Thus, in the words of Edgar B. Wesley, the reason for this study is expressed.

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1. Bagley, "The Textbook and Methods of Teaching", p. 25.

2. Wesley, Teaching the Social Studies, p. 388.





## SUMMARY

Those writers who favor the use of study aids seem to outnumber those who do not by a substantial margin. There is little evidence in the writings of most to indicate their opinions on whether the study helps should be included in textbooks or the teacher should develop his own.

William C. Bagley found that it is generally accepted in educational theory that all of the pupil's powers must be developed through solving problems like those he will encounter in adult life.

It is the belief of Harry Lloyd Miller that in the future the old type lessons with "ready-made conclusions, formulated truths, lectures, etc." handed down by the teacher will be replaced by the children making their own through "units of learning, comprehensive in their nature."

Howard E. Wilson thought that the old 'study' questions were being replaced by "more specific and promising 'study tasks'".

According to Raleigh Schorling and J. B. Edmonson authors of textbooks used "introductory questions" and "participative experiences" to give children practice with facts or problems on their own level.

William H. Cartwright stated that textbooks had improved and that there were more and better study aids included.



Martin J. Stormzand and Robert H. Lewis found that the trend toward activities and away from the textbook was indicated by the fact that workbooks were practically the only one of the newer teaching methods which had not tried to get away from the textbook point of view.

In California Lucien Kinney and Reginald Bell experimented with classes in which the textbook was used as collateral reading only and was replaced for other purposes by current materials. They found that these classes scored as high on standard tests as did classes receiving the usual kind of instruction, but they had grown more in other ways.

Henry Johnson thought that some study aids gave the pupils something to look for and think about when they were preparing a lesson. Although he wrote that "pedagogical aids" seemed intended for the untrained teacher with little or no experience, he concluded that their continued presence in textbooks must mean that they are widely used.

Rolla M. Tryon felt that enough problems with suggestions for "thoughtful and progressive solution" could not be set up by any text.

The value of teaching and learning aids is widely recognized in the opinion of Edgar B. Wesley, but he doubts that some are used frequently enough to make their inclusion in textbooks worthwhile.





## CHAPTER II

### PROCEDURE

In determining if the study aids in American history textbooks for senior high schools are used by teachers and, if they are, for what purposes, a questionnaire seemed the most suitable instrument. In it the most frequently suggested study aids could be listed with a column in which the teacher could check those that were not in his text and other columns in which he could show the frequency with which he used those that were in his text for each of several different purposes. Through the use of a few questions other pertinent information, such as the teacher's opinion of the aids in his textbook, could be obtained.

When the questionnaire was organized spaces were provided at the beginning for the name and location of the school, the length of the teacher's experience in teaching high school classes, and the name of the textbook in use together with its author and copyright date. The directions for filling in the questionnaire followed.

The chief problem in developing the questionnaire concerned the study aids that should be included in it. To decide which aids were most commonly presented in textbooks ten United States history textbooks were checked. The ten books selected were



<u>A History of our Country</u>	by David Saville Muzzey
<u>Our Nation</u>	by E. C. Barker and H. S. Commager
<u>United States of America - A History</u>	By R. E. Riegel and H. Haugh
<u>The American Story</u>	By R. W. Gavian and W. A. Hamm
<u>The Development of America</u>	by Fremont P. Wirth
<u>The American Way of Life</u>	by H. Faulkner, T. Kepner and H. Bartlett
<u>America - Its History and People</u>	by H. Faulkner and T. Kepner
<u>The Rise of Our Free Nation</u>	by E. McGuire and T. Portwood
<u>The United States in the Making</u>	by L. Canfield, H. Wilder, F. Paxson, E. Coulter and N. Mead
<u>A History of the United States for High Schools</u>	by W. Yarborough, C. Bruner and H. Hancox

After the many different study helps had been listed they were organized into six groups under the headings Suggested Reading, Questions, Exercises, Problems, Activities, and In the Appendix. The headings and the study helps included under them were listed down the left side of the questionnaire.

The purposes for which the study aids were likely to be used were classwork, homework, make-up work and optional work. The gradations in frequency of use that were chosen were frequently, seldom, and never. After the first column





in the questionnaire which was used to indicate study helps that were not in the teacher's text, the remaining columns were divided into four groups, one for each purpose, with the columns in each group marked frequently, seldom and never.

Following the check list were a question concerning the use teachers made of the films suggested by their texts, headings under which they could indicate their opinion of the quality and quantity of the study helps suggested in their textbooks, and several lines in which they could describe study aids which were not mentioned in the questionnaire but which they had found useful.

The last line of the questionnaire was provided for teachers to write their names if they wished to receive a summary of the results of the study.

In a letter that accompanied each questionnaire the purpose of the study was explained.

One copy of the letter and questionnaire was sent to each of the two hundred fifty-nine public senior high schools in Massachusetts. Of these one hundred ten were returned. Six of those returned could not be used chiefly because their answers could not be counted readily.

As the questionnaires from the schools that responded returned they were grouped according to the length of experience of the teachers. Intervals of five years were the basis of the groups. There were twenty-seven with one





through five years of experience, sixteen with six through ten years, thirteen with eleven through fifteen years, fourteen with sixteen through twenty years, thirteen with twenty-one through twenty-five years, thirteen with twenty-six through thirty years, six with over thirty years, and two who did not give the length of their experience.

The responses in each experience group for each of the study aids in the questionnaire were counted and the results were compiled in a table showing the use made of each study aid by each of the experience groups.

The figures for all of the experience groups for each study aid were then totaled and the results used to make a table showing the use that was made of each study aid by all of the teachers who answered it.

On the basis of the latter table the frequency with which each study aid was used for the purposes listed in the questionnaire was compared. The use made of each study aid for each purpose was considered in regard to the relation between the number who used it frequently and the number who never used it, or in regard to the relation between the number who used it frequently and the total number who answered the item.

The use made of each study help for each purpose by teachers with shorter or longer experience was compared. In the table in which the responses of each experience



group for each study aid were shown the experience groups were divided into two sections with the first section including fifty-six with one through fifteen years of experience and the second section including forty-six with sixteen through thirty years and over. Of those who answered each item the percentage that was composed of those who used it frequently was compared for each of the two sections. Ten per cent difference between the sections was arbitrarily chosen as being the minimum on which to base a statement that a difference in the frequency of use was noticeable.

The aids most frequently used for each purpose by all of the teachers who answered were determined by comparing the percentage of the total answers that represented the frequent use of each study help for each purpose and considering seventy per cent or more as showing frequent use. The standard was arbitrarily set at seventy per cent and was lowered to sixty per cent in the case of study aids used for make-up and optional work because none of the aids was used for these purposes by seventy per cent of those who answered.

The answers to the question about the use of the films suggested in textbooks were summed up under the headings yes, seldom, no, none suggested and none available. The latter two groups were not included in considering the use made by the teachers of the films suggested. The percentage of answers in the first three groups that were yes and the percentage that were no, were found and compared.





For the evaluation of the study aids in the textbooks, both for quality and quantity, the responses under each heading were totaled and the percentage each was of all the answers compared.

The study helps not in the questionnaire which some of the teachers listed as being helpful to them were organized under the same headings as those in the questionnaire. A few were of a nature that made them useful only to the teacher who mentioned them. Many could not be included among the suggested study aids in a textbook for general use. Of the latter some that might be of interest were listed with those which appeared to be of value and worthy of suggestion in textbooks.



## SUMMARY

A questionnaire was decided upon as the best method of carrying out this survey. The items to be included in the questionnaire were determined by checking the study helps suggested in ten United States history textbooks. The many kinds of study aids thus found were organized under six headings and listed in the questionnaire with columns in which the teacher could indicate whether each aid was in his text and, if it was, what use he made of it for each of the four purposes listed. Several questions to secure pertinent information were added and space provided for the teacher to write in other aids he had found helpful. The questionnaire and an accompanying letter were sent to each of the two hundred fifty-nine public senior high schools in Massachusetts.

The returned questionnaires from one hundred ten schools were divided into groups based on the length of experience of the teachers and a table of the results for each group compiled as well as another table of the results for all who answered. The study aids were compared as to the frequency with which each was used for different purposes, the frequency with which teachers with different experience used each study aid for each purpose, and as to which were most



frequently used for each of the four purposes. The responses to the question on films and to the evaluations of the study aids in the textbook were counted and compared. The study aids not found in the questionnaire but found helpful by teachers were organized under the headings used in the questionnaire.



Let us assume that the population is homogeneous and that the individuals are equally susceptible to the disease. Let us also assume that the disease is transmitted by direct contact between individuals. Let us further assume that the disease is fatal. Let us finally assume that the disease is not contagious. Let us now consider the following question: How many individuals must be vaccinated in order to prevent the disease from spreading?

### CHAPTER III

#### FINDINGS

After examination of the questionnaires that were completed and returned it became apparent that this survey did not provide adequate information on the question for which it was intended, - i.e. do teachers use the helps to study included in textbooks? The purpose of the questionnaire which was explained in an accompanying letter was misunderstood unfortunately by most of those who responded. Instead of indicating which of the study aids that were in their books they used, most of them answered the items regardless of whether the activities were found in textbooks or were of their own devising.

While failing, therefore, to show what use is made of the study helps suggested in textbooks, the survey nevertheless does supply information on the extent of the use and the purposes for which many kinds of study aids both from textbooks and of the teachers' own invention are used.

In answering the questionnaire several teachers remarked that, although they did not use the study aids listed in their texts, they felt that such aids might be helpful to younger or less experienced teachers. Others felt that there is now so much material to cover in a study of American history that there is not time to spend in carrying out many of



the study aids suggested in their texts.

A few of the teachers thought that the headings frequently, seldom and never did not permit an accurate picture of their use of study aids. Some suggested that sometimes, often, or as needed would have been clearer than seldom.

Of the teachers who answered the general classification of "Suggested Reading" twice as many never used these materials for classwork as used them frequently for this purpose. Those who never used them for homework and those who made frequent use of them for this purpose were evenly divided. For make-up work such materials were used by very few but for optional work twice as many used them frequently as never.

In classwork, homework and optional work parallel and supplementary reading materials were used frequently by a large number of teachers but for make-up work they were never used by most teachers.

Those who frequently used biography in class were about equal to those who never used it. Approximately three fourths of those who answered this item never used biography for make-up work. Three times as many used it frequently as never used it for homework and twelve times as many used it frequently for optional work as never used it.

As might be expected, fiction materials were used by few teachers in class and make-up work. Those who used





them frequently for homework slightly outnumbered those who never did and a very large group used them frequently for optional work.

About the same number of teachers never used source materials as used them frequently in classwork but a few more used them frequently than never did for homework. There were very few who used them frequently for make-up work although a large number used them frequently for optional work.

In classwork current materials were used frequently by fifteen times as many as never used them and for homework they were used frequently by about eight times as many as never used them. They were used frequently by four times as many as never used them for optional work but less than half as many used them frequently for make-up work as never used them.

It is encouraging to find that so many teachers say they use so wide a variety of reading materials for all purposes and especially for classwork. It is also interesting and encouraging to note that the various kinds of reading materials are used for the purposes for which they are best fitted, - parallel, supplementary and current materials for all purposes except make-up work, biography and fiction for optional work, and source materials for class and homework. Although some teachers may have answered as they thought they should rather than as they did, the prevalence of reading as an aid to learning seems reassuring.



Another kind of information provided by the questionnaire has to do with the relation between the length of teachers' experience and their use of study aids.

Reading materials in general and each of the various kinds, except biography and fiction, tended to be used frequently for classwork, homework and optional work by a larger percentage of those teachers with more than fifteen years of experience who answered than of those with less than fifteen years. The latter showed a slight tendency to use most kinds of reading for make-up work more than did the teachers with longer experience. However, the frequent use of reading materials by an apparently larger percentage of the teachers with more experience may be due to the fact that the teachers with less experience usually answered all items more completely than did the group with more experience who seldom answered an item except when it was used frequently. Notwithstanding, it is encouraging as well as surprising, to find that the older teachers seem to use reading materials as fully as those who are younger and, therefore, more indoctrinated in the use of extensive reading.

The response to the next general classification "Questions" and the specific kinds listed under it showed the wide use of this kind of study aid. Of those who answered for questions in general over five times as many used them frequently as never for classwork, over ten times as many used





them frequently as never for homework, twice as many used them frequently as never for make-up work, but for optional work those who used them frequently were about equal to those who never used them.

Fact questions were used for classwork frequently by fifty-one of the sixty-one who answered this item, and for homework frequently by fifty-one of sixty-eight. A few less than three fourths of those who answered for make-up work used fact questions frequently but for optional work they were used by about the same number as never used them.

Following the pattern set by fact questions, review questions were used for classwork frequently by fifty-two of sixty-three who answered, and frequently for homework by fifty-five of sixty-eight. However, quite a few less than three fourths who answered for make-up work used review questions frequently and about twice as many never used them for optional work as used them frequently.

For classwork research questions were used frequently by over twice as many as never used them. Nearly three times as many used them frequently for homework as never did. For make-up work about one third used research questions frequently and for optional work about twice as many used them frequently as never did.

Like fact and review questions, thought questions were popular and were used frequently by fifty-six of sixty-three





who answered for classwork, and by forty-five of sixty for homework. Less than three fourths of those who answered for make-up work used thought questions frequently. Unlike fact and review questions, however, thought questions were used for optional work by twice as many as never used them.

Test questions were used frequently for classwork by forty-six of the fifty-six who answered. Twice as many used them frequently for homework as never used them and over twice as many used them for make-up work. Only about half as many used them frequently for optional work as never used them.

The overwhelming popularity of questions of all kinds for classwork, homework and make-up work is to be expected. Likewise, it is not surprising to find that only research and thought questions were often used for optional work and that fact, review and test questions were not frequently used for this purpose. It is encouraging to note that thought questions were more frequently used for classwork than were fact, review or test questions. Although research questions were used frequently by many more teachers than never used them for classwork, it is disappointing to find them much less used than are other kinds of questions.

In this section on questions more of the teachers with longer experience answered the items than did so in the sections on reading materials, but, as before, they seldom indicated that they never used a type of question and almost



always answered only when they used a kind of question frequently. In the use of most kinds of questions the percentage of teachers with more than fifteen years of experience is about the same as that of teachers with less experience. The younger teachers used questions in general and fact questions more frequently for optional work. The older teachers used research questions for classwork and homework as well as thought questions for optional work more frequently.

The various kinds of exercises as study aids seem to be about equally popular with questions. Two thirds of those who answered the general classification "Exercises" used them frequently for classwork and homework. One third used them frequently for make-up work and optional work.

Outlining of reading materials was used in class frequently by a few more than never used it. As one might expect, this activity was used for homework and make-up work frequently by about three times as many as never used it, but for optional work almost twice as many never used it as used it frequently.

Over eighty per cent of those answering the item on defining or explaining terms used this activity frequently for class and homework. Two thirds used it frequently for make-up work but less than one third used it frequently for optional work.





Like the above activity, identifying persons, places and dates was used frequently by three fourths or more of the teachers for classwork and homework, while two thirds used it frequently for make-up work and less than one third used it frequently for optional work.

Four times as many as never did used the making of lists of comparisons for classwork frequently and over three times as many used it frequently for homework as never did. For make-up work this activity was used frequently by only a few more than never used it and for optional work it was used frequently by only half as many as never used it.

Completion tests, matching tests and multiple-choice tests were used in class frequently by eight or nine times as many teachers as never used them. The same activities were used for homework frequently by only a few more than never used them. For make-up work they were used frequently by about twice as many as never used them. Almost no one used them frequently for optional work.

More than twice as many frequently used completing charts, diagrams and tables for classwork as never used them. Almost six times as many used them frequently for homework as never did. Less than half of those who answered used them frequently for make-up and optional work.

The extensive use of most kinds of exercises for classwork, homework and make-up work is not unexpected and is



encouraging in view of the modern trend toward the increased use of activities as well as reading and questioning in study.

In the use of exercises the length of the teachers' experience seems to make little difference. As in the previous sections, the older teachers answered somewhat less completely than the younger and the percentage of teachers with more than fifteen years of experience who used the various kinds of exercises frequently was about the same as that of those with less experience. The older teachers showed a tendency to use exercises in general more frequently for classwork and optional work, to use lists of comparisons more frequently for classwork and homework, to use outlining and the completing of charts, diagrams and tables more frequently for optional work, and defining or explaining terms and indentifying persons, places and dates more frequently for make-up work. The younger teachers used outlining and matching and multiple-choice tests more frequently for make-up work.

Problems in general and the different kinds listed in the questionnaire were much less used than were questions and exercises. For classwork problems in general were used frequently by half of those who answered this item and for homework by a few less than half. As might be expected, about four times as many never used them for make-up work





as used them frequently. It seems rather surprising though, that those who used them frequently for optional work were fewer than those who never used them for this purpose. However, the answers to the specific kinds of problems listed in the questionnaire show that they were used frequently for optional work by almost half of those who answered these items.

Problems related to the text and those related to current materials were used frequently for classwork by well over half of those who answered these items and for homework by at least half of those who answered. Less than a third of the teachers who answered for make-up work used these two types of problems frequently. Both types were used frequently for optional work by at least half of those who answered.

About twice as many frequently used problems related to parallel or supplementary reading for classwork as never used them. One third of those who answered used them frequently for home work. Twice as many never used them for make-up work as used them frequently, but nearly twice as many used them frequently for optional work as never did.

The less frequent use of problems as compared with questions and exercises is rather disheartening when one considers the emphasis of modern education on problem solving as a means of training youth for adult life. History seems to be an especially excellent field for helping students to develop the ability to gather, sift, organize and judge





information and thereby to arrive at a satisfactory conclusion. But it is encouraging to find that problems, particularly those dealing with current affairs, were used frequently for class and homework by many more than never used them.

Differences in the length of experience appears to have made more difference in the use of problems than in the use of the study aids already considered. There seem to be fewer instances in which the percentage of those with longer experience who used a study aid is nearly the same as that of those with less experience. Those with more experience used problems in general and problems connected with parallel or supplementary reading for homework more frequently. None of the teachers with longer experience indicated the frequent use of problems in general for make-up or optional work. They did use problems in connection with the text more frequently for optional work. The younger teachers made more frequent use of problems connected with current materials for class-work, homework and make-up work.

The results in the section on activities reveal that questions and exercises still seem to be the most used study aids and that even some kinds of problems are more frequently used than are most of the activities that were listed in the questionnaire. A large number of teachers answered the items in this section and many of them indicated that they seldom or never used activities.



Of those who answered activities in general less than half used them frequently in class, about one third used them frequently for homework, one ninth used them frequently for make-up work, and one eighth used them frequently for optional work.

The language activities varied in popularity from one type to another. Oral reports were used frequently in class and for homework by more than half of those who answered this item and for optional work by more than one third. Those who never used oral reports for make-up work were four times as many as those who used them frequently.

Written reports were used frequently for classwork and optional work by one third of those who answered these items, and for homework by almost one half. A few more than twice as many never used them for make-up work as used them frequently.

One third of those who answered used debates and panel or round table discussions frequently for classwork. Less than twice as many used them frequently for homework than never did. For make-up work seven times as many never used them as used them frequently and for optional work less than one third used them frequently.

For classwork letters were used frequently by only one eighth of those who answered, for homework by less than one fifth, for make-up work by only one ninth, but for optional work by nearly one third.

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Poems and topics for radio scripts were used frequently in classwork by none of thirty-six and forty teachers who answered these two items. One of the twenty-eight who answered used poems frequently for homework while three of thirty-four used radio scripts frequently for this purpose. One of twenty-two used poems frequently for make-up work and one of twenty-six used radio scripts frequently. For optional work three of twenty-eight who answered used poems frequently and four of thirty-two used radio scripts frequently.

Dramatizing activities were less used than any study aid previously considered. Two of thirty-two used dramatizing of events frequently in class and two of thirty used them frequently for optional work. None used them frequently for homework and make-up work. Dramatizing of periods was used frequently by none of the thirty-eight who answered for classwork, by none of the twenty-eight who answered for homework, and none of the twenty-seven who answered for make-up work. For optional work this activity was used frequently by three of the thirty who answered.

Like the literary activities, the constructive activities varied in popularity among themselves. Making charts, diagrams and tables was used in class frequently by almost twice as many as never used them, for homework by over twice as many as never used them, for optional work by a few more



than never used them, but for make-up work almost three times as many never used them as used them frequently.

A time line or chart was used frequently in classwork, homework, and optional work by one third or more of those who answered but for make-up work only about one sixth of those who answered used it frequently.

In classwork bar or line graphs were used frequently by about one fourth of those who answered, for homework and optional work by about one third and for make-up work by one ninth.

Making outline and original maps was the most popular of the constructive activities. It was used frequently for classwork, homework and optional work by about half of those who answered, and for make-up work by more than one third.

The last four activities were about equally unpopular. For classwork making scrapbooks was used frequently by one eleventh of those who answered, cartoons by one seventh, posters by one twelfth and drawing pictures by one ninth. Of those who answered for homework one fifth used scrapbooks frequently, about one seventh used cartoons frequently, one sixth used posters frequently and less than one sixth used drawing pictures frequently. Twenty indicated that they never used making scrapbooks, cartoons, posters or pictures for make-up work, while each of the three items, - scrapbooks, posters and pictures - was used frequently for this purpose





by one teacher, and cartoons were used frequently by two teachers. These four activities were most used for optional work. Two more used scrapbooks frequently for this purpose than never did. Those who frequently used cartoons for optional work just equalled those who never did. One more used posters frequently than never did for this purpose and one less used pictures frequently than never did.

In relation to the space in some texts devoted to study aids which are included here in the section on activities, the use made of them does not seem proportionate. Old standbys like oral and written reports, debates, or panel and round table discussions, the making of charts, diagrams, tables, outline or original maps, and bar or line graphs remain the most popular. However, even they were used frequently by only one fourth to one half of those who answered. Questions and exercises are still the most used study aids and even suggested reading and problems were more frequently used than most of the activities.

In the use of the study aids that are included in the section "Activities", length of experience does seem to have a little influence. Very few teachers answered the part on activities in general. In answering this part only one of the four teachers with longer experience who answered used activities frequently in class and none of them used them frequently for any other purpose. Half of the four



The first part of the report deals with the general situation of the country and the progress of the work of the Commission. It then goes on to discuss the various questions which have arisen in connection with the work of the Commission and the measures which have been taken to deal with them. The report concludes with a summary of the work of the Commission and a statement of the Commission's views on the various questions which have arisen.

The second part of the report deals with the various questions which have arisen in connection with the work of the Commission. It discusses the various questions which have arisen in connection with the work of the Commission and the measures which have been taken to deal with them. The report concludes with a summary of the work of the Commission and a statement of the Commission's views on the various questions which have arisen.

The third part of the report deals with the various questions which have arisen in connection with the work of the Commission. It discusses the various questions which have arisen in connection with the work of the Commission and the measures which have been taken to deal with them. The report concludes with a summary of the work of the Commission and a statement of the Commission's views on the various questions which have arisen.

teachers with shorter experience who answered activities in general used them frequently for class and homework.

Oral reports were used frequently for class and homework by about the same percentage of both groups, while the younger teachers used them more frequently for make-up work and the older teachers used them more frequently for optional work.

For classwork the younger teachers used written reports more frequently but for other purposes both groups used them about equally frequently.

The teachers with longer experience used debates, panel or round table discussions more frequently for class and homework.

Letters were used more frequently for make-up and optional work by the younger teachers, and poems and radio scripts by about the same percentage of both groups except that the older teachers used radio scripts more frequently for optional work.

Dramatizing events and periods were used frequently for all purposes by almost the same percentage of both groups. In all cases they were used either by a very small percentage or, most often, by none at all.

In the field of constructive activities the younger teachers showed a tendency to use them more frequently. This is as might be expected since the movement toward the use of activities has been comparatively recent.



A larger group of the younger teachers used the making of charts, diagrams and tables more frequently for classwork, homework and make-up work, but the older teachers used them more frequently for optional work.

In class and homework a time line or chart was used more frequently by the younger teachers. For optional work they were used more frequently by the older teachers who also used bar or line graphs more frequently for this purpose.

Outline and original maps were among the most used of the activities and were used more frequently for homework and make-up work by the younger teachers and, again, for optional work more frequently by the older teachers.

Scrapbooks, cartoons, posters and pictures were used frequently for any purpose by few in either group and, as might be expected, were most often used for optional work. The younger teachers used scrapbooks for homework, cartoons and pictures for classwork, and cartoons for make-up work more frequently than did the older teachers.

More than any of the preceding sections, the last one on materials "In the Appendix" was answered by the teachers. The appendix in general was used frequently for classwork by twelve times as many as never used it and for homework by eight times as many as never used it. For make-up and optional work it was used frequently by one sixth of those who answered.





The Constitution of the United States was used in class frequently by seventy-five of the eighty-seven who answered and was never used by only two. It was used frequently for homework by fifty-three of the sixty-seven who answered and was never used by only three. A few more teachers used it frequently for make-up work than never did, and a few less used it frequently for optional work than never did.

The Declaration of Independence was a little less used than the Constitution. For classwork it was used frequently by sixty-three of eighty-four and was never used by only two. For homework it was used frequently by forty-one of sixty and was never used by three. Like the Constitution, it was used frequently for make-up work by a few more than never used it and for optional work by a few less than never used it.

Over half of those who answered the item on the Table of Presidents and Vice Presidents used it frequently for homework. Twice as many never used it for make-up and optional work as used it frequently.

For classwork and homework The Table of Secretaries of State was used frequently by one-third or more, but almost three times as many never used it as used it frequently for make-up and optional work.

The Table of Information about the States was used frequently by less than half of those who answered for classwork, by one third for homework, by one seventh for make-up work, and by one fifth for optional work.



Fewer than half of the teachers who answered the item on topical analysis used it frequently for classwork and homework. One seventh used it frequently for make-up work and one third used it frequently for optional work.

At a time when the schools are being urged to strengthen youth's knowledge of American institutions and way of life it is very encouraging to find that two basic American documents, the Constitution of the United States and the Declaration of Independence, were used frequently in class by over eighty per cent of the teachers who answered this item and were never used by only two per cent. For the same reason it is heartening to find that the Table of Presidents and Vice Presidents, the Table of Secretaries of State and the Table of Information about the States were used frequently in class by one third to one half of those who answered these items. The small use made of these materials for optional work is a little surprising but may be due to the need for guidance by the teacher in the interpretation of them.

For some purposes many of the materials in the section "In the Appendix" were used about equally frequently by younger and older teachers. Very few answered the general section, "In the Appendix", but of the ten younger teachers who did, nine used it frequently in classwork and all of the three older teachers who answered used it frequently in class. For homework six of the eight younger teachers





used it frequently and both of the two older teachers who answered did. None of the older teachers answered the general section for make-up work and only one did for optional work and that one indicated that he never used it.

The Constitution was frequently used for classwork by approximately eighty-five per cent of both groups of teachers but for homework and make-up work more of the older teachers used it frequently.

About the same percentage of those in each experience group who answered used the Declaration of Independence frequently in class, but the teachers with longer experience used it more frequently for homework, make-up and optional work.

For class work and optional work more of the teachers with shorter experience used the Table of Presidents and Vice Presidents frequently, while more of the teachers with longer experience used it frequently for homework.

More of the older teachers used the Table of Secretaries of State frequently for class and make-up work.

The younger teachers used the Table of Information about the States more frequently for classwork and optional work.

The older teachers used topical analysis more frequently for homework and optional work.

Another and one of our most modern study aids is films. In the question on films only those answers which indicated that the films were suggested in the textbook and were avail-





able were used in finding that of seventy-six who answered only twenty-two said they used them. Thirty-eight never used them and sixteen more seldom did. Three suggested the use of film slides.

The percentage of younger teachers who said they did not use films was larger than that of the older teachers. The percentage of teachers with more than fifteen years of experience and that of those with less experience who indicated that they did use films was about the same.

Most of the teachers seemed satisfied with the study aids in their books since only three called them poor and twenty-two called them fair as opposed to fifty-four who called them good and twenty-two who thought them excellent.

The younger and older teachers were nearly evenly divided as to the percentage of each who found the study aids in their texts excellent, good, fair and poor.

Likewise, most of the teachers considered the aids in their books sufficient in number. While seventy said there were sufficient, only nineteen felt there were too few and thirteen that there were too many.

A slightly larger part of the teachers with less experience than of the teachers with longer experience thought the number of study aids in their text were sufficient.

Another piece of information produced by the questionnaire which is interesting in relation to the opinions of



the teachers concerning the study aids in their texts is a list of the textbooks in use in the public senior high schools which answered the questionnaire. A History of Our Country by David Saville Muzzey was used in thirty-six schools, Development of America by Fremont P. Wirth was used in fourteen schools, and The Story of America by Ralph V. Harlow was used in ten schools. In the other schools a wide variety of books and combinations of books was used.

After considering the answers of the teachers to the study aids listed in the questionnaire, it is interesting to note some of the study aids that individual teachers have found helpful. Some of them, while helpful to some teachers could not readily be listed in textbooks because they are applicable in only certain sections of the country or in certain situations or because they are publications in their own right. However, these study helps might be listed in a general list of suggestions with the details left to the teacher who could and chose to use them.

In connection with suggested reading several teachers drew attention to the fact that the books in the list are often not available. One teacher remarked that she got more response by reading orally herself excerpts from magazine articles, newspapers, radio speeches, etc. than if the students read these materials themselves. Others suggested the use of the list of paragraph biographies of prominent





men in Hubert's American History, the reading of historical novels and biographies in collaboration with the English department, the use of books and pamphlets listing fiction, and the use of the list of "Representative Persons" in American History in Schools and Colleges which is the report of the committee of The American Historical Association, The Mississippi Valley Historical Association, and the National Council for the Social Studies and was published in 1944. With regard to current reading materials four teachers suggested The American Observer and others recommended the use of Time Magazine's Current Events Test, the Readers' Digest Teacher's Guide, material provided by some industrial companies, and some labor publications.

Materials suggested by the teachers that might be classified most conveniently as exercises included vocabulary drills involving pronunciation and spelling, notebooks for current clippings, maps, discussion questions and tests, check lists for mental review, chronological lists of events, drill cards with all of the important persons listed for review at the end of a unit, workbooks and map workbooks, "Map Exercises Syllabus" and "American History Notebook" in American History by Bishop and Robinson, and exercises using a globe, wall map, atlas, charts and reference books.



Problems might be solved through the weekly meetings in the library's History Reference Room which was suggested by one teacher so that individual research might be carried on in newspaper files, the Congressional Record, etc.

Activities found helpful by some teachers were the care of social studies bulletin boards by the students, the use of Parliamentary Law in class sessions, trips to historical points, and allowing students in some classes to teach for fifteen minutes in order to sharpen interest and to help the students to learn by teaching.

#### SUMMARY

For classwork in the order of their use by teachers the study aids that were most frequently used and that were used by seventy per cent or more of the teachers who answered them were thought questions, the Constitution of the United States, fact questions, defining or explaining terms, review questions, test questions, identifying persons, places and dates, multiple-choice tests, current reading, the Declaration of Independence, matching tests and completion tests.

In the same order as those above the study aids most frequently used for homework and used by seventy per cent or more were defining or explaining terms, review questions, the Constitution, fact questions, thought questions, identifying persons, places and dates, and current reading.





None of the study aids was used for make-up work by seventy per cent of those who answered it, but those used by sixty to sixty-seven per cent in the order of their use by teachers were defining or explaining terms, identifying persons, places, and dates, multiple-choice tests, matching tests, fact, review, thought and test questions.

For optional work, like make-up work, none of the study aids was used by seventy per cent of the teachers who answered them. The reading of biography was used by sixty-seven per cent and current reading by sixty-two per cent.

Of those who answered the question on the use of films suggested in the text and whose answers could be classified as yes, seldom or no, twenty-nine per cent said they did use them, twenty-one per cent said they seldom did, and fifty per cent said they did not use them.

In evaluating the study helps in their texts twenty-two per cent of those who answered thought them excellent, fifty-three regarded them as good, twenty-two considered them fair and three per cent classified them as poor.

The number of study aids in their text was considered too many by twelve per cent, sufficient by seventy per cent, and two few by eighteen per cent.





## CHAPTER IV

### CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS FOR FURTHER STUDY

#### 1. CONCLUSIONS

Although the survey did not provide adequate information to establish whether teachers use the study aids that are in textbooks and, if they do, for what purposes, it did supply the basis for some conclusions concerning the use of study aids whether from textbooks or of the teachers' own invention.

Study aids are used by teachers of American history in public senior high schools in Massachusetts. However, not all of the study aids are used frequently and those that are are not used for all purposes. Many of them are used frequently for classwork and homework but few are used to any extent for make-up and optional work.

A textbook should include current material for suggested reading in its list of study aids. This was the only type of suggested reading that was used frequently by a large group of the teachers who answered this section. Some of the teachers suggested the use of The American Observer, Time Magazine's "Current Events Test", and the Educational Edition of the Reader's Digest.



Parallel and supplementary reading and biography were used frequently by a much smaller group of teachers than were current materials, but they were used, especially for home work and optional work, and a carefully selected list of these kinds of books that are commonly available could well be included in textbooks.

Questions of various kinds were the study aids used frequently by the largest group of teachers. Fact, review and thought questions were used frequently for classwork and homework by seventy-five to eighty-eight per cent of the teachers who answered these items and test questions were used frequently for class work by eighty-two per cent. Fact, thought and test questions were also used for make-up work by a fairly large group of teachers who answered these items. In consideration of the wide use of these four kinds of questions for several different purposes, authors of textbooks should provide among their study helps sufficient and well-planned questions of each type. Gradations in difficulty would be a means of meeting individual differences.

Following questions closely in frequency of use were exercises. Defining terms and identifying persons, places and dates were frequently used for classwork, homework and make-up work by a large percentage of the teachers who answered these parts. Completion, matching and multiple-choice tests were used frequently for classwork and make-up

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The twenty-fifth volume is now in the hands of the printer. It will contain the same material as the twenty-fourth volume, but with some additions.



work, and completing charts, diagrams and tables was used frequently for home work. Well-selected and comprehensive exercises of these types, since they are used by so many and for several different purposes, should be placed in the list of study aids in textbooks.

Problems were used frequently by a smaller percentage of the teachers who answered this section than were either questions or exercises. Problems related to current material were used frequently for classwork and homework by a larger group of teachers than were those related to the text or to parallel and supplementary reading. However, those related to the text were used nearly as frequently. A few plausible problems which are graded as to difficulty and related to the text and current materials may well be included among the study aids in textbooks.

Most of the study aids classified in the activities group were used frequently by small percentages of the teachers who answered these items. Oral and written reports, the making of charts, diagrams and tables, and the making of outline and original maps were used frequently for classwork and homework by the largest percentages of teachers in this section. These are the only activities of the sixteen listed in the questionnaire that seem to be used enough to be included in textbooks and the space allotted to them should be small in keeping with the use made of them.

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Of the materials in the appendix of textbooks the Constitution of the United States, the Declaration of Independence, and the Table of Presidents and Vice Presidents were used frequently for classwork and homework by percentages of the teachers who answered these items that were as large as the percentages of those who used questions and exercises. Therefore, they too should be included in textbooks in which space is given to questions and exercises and probably even in textbooks in which the latter study helps are not provided.

For optional work all types of suggested reading were used by approximately half of the teachers who answered. Of all the questions listed in the questionnaire only thought questions were used to any extent for this purpose. All types of problems were used by nearly half of the teachers who answered. Of the activities only the making of charts, diagrams, and tables, of time lines or charts, of outline and original maps, of scrapbooks, cartoons, posters and pictures were used for optional work by approximately a half of those who answered. Most of these study aids, except those in the activities classification should already be in the lists of study aids because of their wide use for other purposes. Since the activities were used chiefly for optional work and even then not to any great extent, and in view of the fact that some teachers said they seldom used optional work, it seems unnecessary to include them in textbooks.





The teachers who said they never used the films suggested by their texts made up half of those who answered this question. It may be that more teachers will use them as schools acquire the equipment necessary and as satisfactory films become available. For that reason the continued suggestion of films in textbooks may be worthwhile.

Despite the almost complete non-use of some of the study aids considered and the slight use of many of the others, as shown by the survey, the study aids in the textbooks used by most of the teachers seem to be satisfactory since about three fourths of those who indicated their opinions found the study helps good or excellent in quality and sufficient in quantity.

The length of the teachers' experience apparently has little effect on the frequency with which most of the study aids are used. Both younger and older teachers used many of the same study helps frequently. However, the older teachers did seem to use suggested reading, problems, and some of the exercises more frequently for classwork and homework while the younger teachers tended to use problems connected with current reading materials and some of the activity type of study aids more frequently for these purposes. Questions and the materials in the appendix were used by nearly the same percentage of both older and younger teachers. Older teachers showed a tendency to use many of





the study aids more frequently for optional work and the younger teachers to use them for make-up work.

These few differences between younger and older teachers would not affect the study aids included in text-books unless it were proved, as some teachers suggested, that younger or less experienced teachers use the study helps in the text more frequently than older teachers. In that case suggestions of more study aids involving the use of current materials and more of the activity type of study helps, such as oral and written reports, the making of charts, diagrams and tables, of a time line or chart, of outline and original maps and the drawing of pictures, should be provided in text-books. It may be that the greater use of the activity type of study aid by the younger teachers indicates that modern educational practice is following modern educational theory and that the use of activities will be increasing.

## 2. LIMITATIONS AND RECOMMENDATIONS FOR FURTHER STUDY

Already discussed has been the limitation produced by the lack of realization on the part of those who filled in the questionnaire that their answers should be based on their use of the study aids suggested in their textbooks and not on their use of study aids developed by themselves. The survey thus evolved into a study of the frequency of use of study aids from any source and the purposes for which they are used. As a result the question of whether teachers use

The first part of the paper discusses the importance of the study and the objectives of the research. It then proceeds to a literature review, followed by a description of the methodology used in the study. The results of the study are presented in the next section, followed by a discussion of the findings and their implications. The paper concludes with a summary of the main points and a list of references.

The study was conducted in a laboratory setting, and the results were compared with those of previous studies. The findings of the study are consistent with those of previous studies, and they provide new insights into the phenomenon being studied. The implications of the study are discussed in detail, and the authors conclude that the study has made a significant contribution to the field.

The authors would like to thank the following people for their assistance in the study: [names]. The study was supported by the following grants: [grant numbers].

the helps to study that are in their textbooks still remains to be answered.

This survey was concerned only with American history in the public senior high schools in Massachusetts but like surveys could be carried out in other areas of history or in fields in the social studies other than history, in private schools, in junior high schools, and in other states than Massachusetts.

#### SUMMARY

Study aids are used by Massachusetts senior high school teachers of American history. Those that are used frequently enough to be included in lists of study helps are current, parallel, supplementary and biographical materials for suggested reading, questions of the fact, review, thought and test types, defining terms, identifying persons, places and dates, tests of the completion, matching and multiple-choice kinds, problems related to the text and current material, oral and written reports, the making of charts, diagrams and tables, the making of outline and original maps, the Constitution of the United States, the Declaration of Independence, the table of Presidents and Vice Presidents, and films for use with the text.

Most of the teachers are satisfied with the number and quality of the study aids in their books.





The study was limited to the use made in Massachusetts by public senior high school American history teachers of study aids whether from the textbook or of their own devising. Other surveys could be conducted to determine whether teachers in other history fields or social studies subjects in senior and junior, public and private, high schools in Massachusetts and other states use the helps to study in their texts.

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## APPENDIX



48 Highland Avenue  
Lowell, Massachusetts  
February 25, 1948

Dear History Teacher:

Have you wondered to what extent teachers use the study helps, exercises, and projects that are found in almost every senior high school American history textbook? Have you thought that many, if not most, of them could be omitted without anyone being disturbed by it, and that authors and publishers could save considerable space and expense by the omission? Or do you use them frequently, perhaps even rely upon them for an important part of your work?

If you will fill out and return the enclosed questionnaire, I am willing to let you know how other teachers answer these questions.

My purpose in carrying out this study is to discover whether teachers use the study helps and, if they do, which ones they use most frequently and for what purposes. It is hoped that the results of the study will guide authors in their selection of study aids that will better meet the needs of teachers or in the elimination of study aids which prove to be seldom used.

I am a teacher, so I know that demands on your time are many, but I shall sincerely appreciate your generosity in devoting a few minutes to completing this questionnaire. If you haven't time to answer all of the items, it still will be very helpful if you will check the chief categories which are designated by Roman numerals.

This study is to be the basis of a master's thesis and has the approval of Professor William H. Cartwright of the School of Education at Boston University.

Should you be interested in the results of the study, I shall be pleased to send you a copy if you will write your name in the space provided at the end of the questionnaire.

I am looking forward to receiving your answer.

Very truly yours,

*C Esther D. O'Donnell*

Enc.





2. In the remaining columns, those which you use and the purpose for which you use them.

[illegible]





Study Aids	Not in Text	Assigned for									Suggested for		
		Class work			Home work			Make-up work			Optional work		
		Frequently	Seldom	Never	Frequently	Seldom	Never	Frequently	Seldom	Never	Frequently	Seldom	Never
V. Activities . . . . .													
A. Language													
1. Topics for oral reports . . . . .													
2. Topics for written reports . . . . .													
3. Topics for debates, panel or round table discussions . . . . .													
4. Topics for letters, newspaper articles, editorials or themes . .													
5. Topics for poems . . . . .													
6. Topics for radio program scripts . .													
B. Dramatic													
1. Dramatize events . . . . .													
2. Dramatize periods in customs, styles, etc. . . . .													
C. Constructive and artistic													
1. Make charts, diagrams or tables. . .													
2. Make time line or time chart . . . .													
3. Make bar or line graphs. . . . .													
4. Make outline and original maps . . .													
5. Make scrapbooks. . . . .													
6. Make cartoons. . . . .													
7. Make posters . . . . .													
8. Draw pictures. . . . .													
VI. In the Appendix . . . . .													
A. The Constitution of the United States													
B. The Declaration of Independence . . .													
C. Table of Presidents & Vice Presidents													
D. Table of Secretaries of State . . . .													
E. Table of Information about the States													
F. Topical Analysis. . . . .													

Do you use the films suggested for use in connection with the text? \_\_\_\_\_

Check your evaluation of the study aids in your text:

Excellent \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

Check your opinion of the number of study aids in your text:

Too many \_\_\_\_\_ Sufficient \_\_\_\_\_ Too few \_\_\_\_\_

List or describe any study aids which have not been included in this questionnaire but which you have found helpful: \_\_\_\_\_

If you are interested in receiving a copy of the results of this study please write your name on this line. \_\_\_\_\_





Table 1 - Results of Questionnaire

Study Aids	Not in Tot.		Class Work			Home Work			Tot. Ans.		Tot. Make-up Work			Tot. Ans.		Tot. Optional Work		
	Text	Ans.	F	S	N	F	S	N	Ans.		F	S	N	Ans.		F	S	N
I. Suggested Reading	4	25	6	7	12	9	9	9	17		2	2	13	28		12	10	6
A. Parallel	25	60	28	18	14	33	23	11	40		10	7	23	59		32	21	6
B. Supplementary	18	53	24	19	15	33	19	9	31		5	5	21	49		29	14	6
C. Biography	27	52	18	17	17	27	23	9	33		6	11	16	55		37	15	3
D. Fiction	19	49	6	21	22	17	23	15	35		6	7	22	61		36	17	8
E. Source	18	54	18	17	19	21	20	15	36		6	4	26	50		23	15	12
F. Current	54	58	45	10	3	41	10	5	27		9	4	14	39		24	9	6
II. Questions	4	38	27	6	5	32	6	3	31		16	7	8	21		8	6	7
A. Fact	9	61	51	5	5	51	11	6	41		26	7	8	30		10	9	11
B. Review	10	63	52	8	3	68	55	9	44		27	10	7	28		6	11	11
C. Research	20	45	20	16	9	60	29	21	34		11	7	16	42		15	19	8
D. Thought	15	63	56	5	2	60	45	11	33		20	5	8	34		15	12	7
E. Test	30	56	46	4	6	36	18	9	36		22	5	9	29		7	9	13
III. Exercises	6	17	12	2	3	19	15	3	15		5	6	4	12		4	5	3
A. Outlines	25	50	17	20	13	55	25	22	35		19	9	7	32		9	8	15
B. Definition of Terms	4	76	64	7	5	67	56	7	36		24	6	6	34		10	7	17
C. Identification of persons, dates, places	13	73	60	8	5	59	44	11	33		22	5	6	31		10	6	15
D. List of comparisons	27	54	28	19	7	53	28	17	35		13	11	11	28		7	7	14
E. Completion Tests	45	55	40	10	5	32	11	9	31		17	4	10	23		1	4	18
F. Matching Tests	44	57	43	10	4	30	13	7	30		19	2	9	22		2	3	17
G. Multiple-Choice Tests	44	53	43	5	5	36	16	9	31		20	2	9	23		2	3	18
H. Completion of Charts, Diagrams, Tables	28	50	27	12	11	47	29	13	27		12	6	9	29		11	7	11
IV. Problems Related to	16	20	10	6	4	21	9	8	14		2	3	9	14		4	4	6
A. The Text	22	55	32	16	7	47	24	15	30		9	8	13	39		16	13	10
B. Parallel & Supplementary reading	26	46	19	17	10	48	16	23	33		7	12	14	39		16	14	9
C. Current reading	36	52	34	12	6	49	28	16	32		9	12	11	44		22	14	8





Table 1 - Results of Questionnaire (Cont.)

Study Aids		Not in Tot.		Class Work			Tot.			Home Work			Tot.			Make-up Work			Tot.			Optional Work		
		Text	Ans.	F	S	N	Ans.	F	S	N	Ans.	F	S	N	Ans.	F	S	N	Ans.	F	S	N		
V. Activities		4	10	4	5	1	10	3	6	1	9	1	2	6	8	1	3	4						
A. Language																								
1. Oral Reports		21	71	42	20	9	63	36	17	10	35	5	9	21	45	18	13	14						
2. Written Reports		19	64	27	26	11	64	31	23	10	38	9	8	21	42	14	16	12						
3. Debates, panel discussions		24	63	21	29	13	50	18	22	10	29	3	5	21	36	11	9	16						
4. Letters		27	49	6	22	21	48	9	20	19	36	4	9	23	42	13	12	17						
5. Poems		36	36	-	5	31	28	1	3	24	22	1	1	20	28	3	4	21						
6. Radio Scripts		35	40	-	11	29	34	3	7	24	26	1	3	22	32	4	6	22						
B. Dramatic																								
1. Dramatize Events		36	32	2	10	20	35	-	5	30	29	-	1	28	30	2	4	24						
2. Dramatize Periods		33	38	-	6	32	28	-	3	25	27	-	2	25	30	3	4	23						
C. Constructive & Creative																								
1. Charts, Diagrams Tables		25	50	22	16	12	56	26	18	12	29	5	9	15	32	14	8	10						
2. Time Line or Chart		25	48	17	19	12	49	19	22	8	30	5	11	14	34	14	10	10						
3. Bar or Line Graphs		23	50	12	17	21	50	19	16	15	26	3	4	19	32	11	6	15						
4. Outline or Original Maps		20	58	25	20	13	64	37	18	9	32	13	10	9	36	17	10	9						
5. Scrapbooks		27	45	4	11	30	40	8	7	25	25	1	4	20	36	15	8	13						
6. Cartoons		26	48	7	12	29	47	7	18	22	28	2	6	20	37	14	9	14						
7. Posters		26	46	4	12	30	43	7	11	25	26	1	5	20	37	16	6	15						
8. Pictures		25	44	5	10	29	40	7	10	23	25	1	4	20	37	15	6	16						
VI. In the Appendix		-	13	12	-	1	10	8	1	1	6	1	2	3	6	1	1	4						
A. Constitution		3	87	75	10	2	67	53	11	3	31	11	13	7	29	9	7	13						
B. Declaration		2	84	63	19	2	60	41	16	3	30	11	11	8	28	9	6	13						
C. Table of Presidents & Vice-Presidents		14	64	39	17	8	47	22	18	7	28	5	11	12	32	8	8	16						
D. Table of Secretaries of State		38	48	19	11	18	36	12	10	14	24	4	7	13	26	6	4	16						



Table 1 - Results of Questionnaire (Conc.)

Study Aids	Not in Tot.		Class Work		Tot. Home Work		Tot. Make-up Work		Tot. Optional Work							
	Text	Ans.	F	S	F	S	F	S	F	S						
E. Table of Information about the States	28	52	22	17	13	34	10	13	11	22	3	6	13	4	5	13
F. Topical Analysis	29	43	19	12	12	36	15	12	9	20	3	7	10	9	6	10

Do you use the films suggested for use in connection with the text?

Yes - 22      No - 38      Seldom - 16      None suggested - 15  
 None available - 1      Film slides - 2

Check your evaluation of the study helps in your text:

Excellent - 22      Good - 54      Fair - 22      Poor - 3

Check your opinion of the number of study helps in your text:

Too many - 13      Sufficient - 70      Too few - 19





Table 2 - Summary of Experience Groups under Each Item

Not in Tot. Text	Ans.	Class Work			Tot. Home Work			Tot. Make-up Work			Tot. Ans.			Optional Work		
		F	S	N	F	S	N	F	S	N	F	S	N	F	S	N
I. Suggested Reading																
Years of Experience																
a. 1 - 5	1	8	-	1	7	7	-	2	5	-	1	6	8	3	1	4
b. 6 - 10	-	3	1	1	3	3	3	-	-	1	-	1	4	2	1	1
c. 11 - 15	-	1	-	1	4	4	-	3	1	-	1	1	5	2	3	-
d. 16 - 20	1	4	1	2	1	5	3	-	2	-	-	-	4	2	1	1
e. 21-25	-	6	2	2	2	6	1	4	1	5	-	5	5	2	3	-
f. 25 - 30	-	1	1	-	-	1	1	-	-	-	-	-	1	-	1	-
g. Over 30	1	1	1	-	-	1	1	-	-	1	-	-	1	1	-	-
h. None given	1	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Total	4	25	6	7	12	27	9	9	9	2	2	13	28	12	10	6
I-A Parallel Material																
Years of Experience																
a. 1 - 5	6	16	5	2	9	20	6	9	5	12	3	6	19	7	8	4
b. 6 - 10	4	10	6	3	1	11	7	2	2	7	2	1	4	5	4	-
c. 11 - 15	3	9	1	6	2	9	3	4	2	5	2	1	2	4	4	1
d. 16 - 20	5	8	6	1	1	9	6	3	-	9	1	2	6	7	1	-
e. 21 - 25	3	4	-	4	-	7	2	4	1	4	-	4	3	1	2	-
f. 26 - 30	1	7	7	-	-	6	6	-	-	2	2	-	5	2	2	-
g. Over 30	3	4	3	-	1	4	3	-	1	1	-	1	3	2	-	1
h. None given	-	2	-	2	-	1	-	1	-	-	-	-	1	1	-	-
Total	25	60	28	18	14	67	33	23	11	40	10	7	23	59	32	21
I-B Supplementary Material																
Years of Experience																
a. 1 - 5	7	16	6	4	6	15	7	4	4	8	1	2	5	15	9	3
b. 6 - 10	1	8	2	3	3	12	5	5	2	6	1	1	4	10	6	-
c. 11 - 15	3	5	2	2	1	8	4	4	-	3	1	-	2	4	2	1
d. 16 - 20	3	9	3	4	2	10	7	2	1	7	1	1	5	7	5	1
e. 21 - 25	1	8	1	4	3	7	1	4	2	5	-	-	5	5	1	3
f. 26 - 30	1	8	8	-	-	6	6	-	-	2	1	1	-	5	3	2
g. Over 30	2	2	2	-	-	3	3	-	-	-	-	-	-	3	3	-
h. None given	-	2	-	2	-	-	-	-	-	-	-	-	-	-	-	-
Total	18	58	24	19	15	61	33	19	9	31	5	5	21	49	29	14
																6





Table 2 (Cont.)

Not in Tot.		Class Work			Tot. Home Work			Tot. Make-up Work			Tot. Optional Work						
Text	Ans.	F	S	N	Ans.	F	S	N	Ans.	F	S	N	Ans.	F	S	N	
I-C Biography																	
Years of Experience																	
a. 1 - 5	7	16	4	6	6	19	5	11	3	10	2	4	4	14	6	6	2
b. 6 - 10	3	7	2	1	4	10	5	4	1	5	2	1	2	9	8	1	-
c. 11 - 15	6	5	1	3	1	7	4	3	-	2	1	1	-	5	3	2	-
d. 16 - 20	4	6	1	2	3	6	1	3	2	8	-	3	5	10	8	1	1
e. 21 - 25	2	8	3	3	2	7	4	1	2	4	-	-	4	6	4	2	-
f. 26 - 30	2	6	5	1	-	4	4	-	-	2	1	1	-	5	4	1	-
g. Over 30	3	3	2	-	1	5	4	-	1	1	-	-	1	5	4	1	-
h. None given	-	1	-	1	-	1	-	1	-	1	-	1	-	1	-	1	-
Total	27	52	18	17	17	59	27	23	9	33	6	11	16	55	37	15	3
I-D Fiction																	
Years of Experience																	
a. 1 - 5	4	16	1	8	7	18	5	8	5	11	2	3	6	16	7	5	4
b. 6 - 10	3	6	-	1	5	9	1	6	2	5	-	1	4	9	6	2	1
c. 11 - 15	4	6	1	3	2	7	3	3	1	4	2	-	2	9	4	3	2
d. 16 - 20	4	6	-	3	3	7	2	3	2	7	1	1	5	10	6	4	-
e. 21 - 25	-	7	1	3	3	7	2	2	3	5	1	-	4	5	4	-	1
f. 26 - 30	2	4	2	1	1	3	2	-	1	1	-	1	-	6	6	-	-
g. Over 30	2	3	1	1	1	4	2	1	1	1	-	-	1	4	3	1	-
h. None given	-	1	-	1	-	-	-	-	-	1	-	1	-	2	-	2	-
Total	19	49	6	21	22	55	17	23	15	35	6	7	22	61	36	17	8
I-E Source Material																	
Years of Experience																	
a. 1 - 5	4	17	3	3	11	16	3	6	7	12	1	2	9	16	7	4	5
b. 6 - 10	3	5	2	2	1	8	4	3	1	3	1	-	2	7	3	3	1
c. 11 - 15	5	5	2	2	1	7	2	4	1	2	1	-	1	6	3	1	2
d. 16 - 20	1	8	3	3	2	9	5	2	2	8	2	-	6	7	4	2	1
e. 21 - 25	1	9	3	3	3	8	2	4	2	6	-	-	6	4	1	2	1
f. 26 - 30	1	5	4	1	-	5	4	1	-	2	1	1	-	5	3	2	-
g. Over 30	3	4	1	2	1	2	1	-	1	1	-	-	1	4	2	1	1
h. None given	-	1	-	1	-	1	-	-	-	2	-	1	1	1	-	-	1
Total	18	54	18	17	19	56	21	20	15	36	6	4	26	50	23	15	12





Table 2 (Cont.)

Not in Tot.		Class Work			Tot. Home Work			Tot. Make-up Work			Tot. Optional Work						
Text	Ans.	F	S	N	Ans.	F	S	N	Ans.	F	S	N					
I-F Current Material																	
Years of Experience																	
a. 1 - 5	18	17	11	4	2	15	8	5	2	8	1	4	3	13	7	4	2
b. 6 - 10	7	7	7	-	-	8	8	-	-	4	3	-	1	5	5	-	-
c. 11 - 15	8	6	6	-	-	6	4	2	-	1	1	-	-	4	2	2	-
d. 16 - 20	5	8	8	-	-	10	9	1	-	6	1	-	5	6	4	-	2
e. 21 - 25	6	7	2	4	1	7	3	2	2	5	1	-	4	4	3	-	1
f. 26 - 30	5	8	8	-	-	7	7	-	-	2	2	-	-	4	3	1	-
g. Over 30	3	4	3	1	-	1	1	-	-	-	-	-	-	2	-	2	-
h. None given	2	1	-	1	-	2	1	-	1	1	-	-	1	-	-	-	1
Total	54	58	45	10	3	56	41	10	5	27	9	4	14	39	24	9	6
II-Questions																	
Years of Experience																	
a. 1 - 5	1	12	7	2	3	10	7	1	2	11	6	2	3	8	2	2	4
b. 6 - 10	1	6	5	1	-	8	7	1	-	4	2	-	2	3	2	-	1
c. 11 - 15	-	3	2	1	-	3	3	-	-	3	1	1	1	1	1	-	-
d. 16 - 20	1	4	3	1	-	6	4	2	-	4	2	1	1	3	1	1	1
e. 21 - 25	1	9	6	1	2	8	5	2	1	7	3	3	1	5	2	2	1
f. 26 - 30	-	2	2	-	-	3	3	-	-	-	-	-	-	1	-	1	-
g. Over 30	-	2	2	-	-	2	2	-	-	1	1	-	-	-	-	-	-
h. None given	-	-	-	-	-	1	1	-	-	1	1	-	-	-	-	-	-
Total	4	38	27	6	5	41	32	6	3	31	16	7	8	21	8	6	7
II-A Fact																	
Years of Experience																	
a. 1 - 5	2	19	16	2	1	19	14	4	1	11	7	2	2	9	2	3	4
b. 6 - 10	3	6	5	1	-	10	8	1	1	6	3	2	1	4	1	1	2
c. 11 - 15	-	7	6	-	1	9	7	1	1	6	4	-	2	4	3	1	-
d. 16 - 20	1	12	10	1	1	12	10	1	1	9	6	1	2	7	1	2	4
e. 21 - 25	1	5	3	-	2	6	4	-	2	4	2	1	1	3	2	-	1
f. 26 - 30	1	7	7	-	-	8	5	3	-	3	2	1	-	2	-	2	-
g. Over 30	1	4	3	1	-	2	1	1	-	-	-	-	-	-	-	-	-
h. None given	-	1	1	-	-	2	2	-	-	2	2	-	-	1	1	-	-
Total	9	61	51	5	5	68	51	11	6	41	26	7	8	30	10	9	11





Table 2 (Cont.)

Not in Tot. Text		Tot. Ans.		Class Work			Tot. Home Work			Tot. Make-up Work			Tot. Optional Work					
		Ans.		F	S	N	Ans.	F	S	N	Ans.	F	S	N	Ans.	F	S	N
II-B Review																		
Years of Experience																		
a. 1 - 5	1	21	18	2	1	19	15	3	1	14	8	4	2	9	1	5	3	
b. 6 - 10	3	9	6	3	-	10	8	1	1	7	4	2	1	4	1	1	2	
c. 11 - 15	2	6	6	-	-	9	9	-	-	5	3	1	1	3	1	1	1	
d. 16 - 20	1	11	9	1	1	12	11	-	1	8	5	1	2	7	1	2	4	
e. 21 - 25	1	6	3	2	1	7	4	2	1	4	2	1	1	3	2	-	1	
f. 26 - 30	1	6	6	-	-	7	5	2	-	3	2	1	-	2	-	2	-	
g. Over 30	1	3	3	-	-	3	2	1	-	2	2	-	-	-	-	-	-	
h. None given	-	1	1	-	-	1	1	-	-	1	1	-	-	-	-	-	-	
Total	10	63	52	8	3	68	55	9	4	44	27	10	7	28	6	11	11	
II-C Research																		
Years of Experience																		
a. 1 - 5	3	14	5	6	3	19	9	7	3	12	4	3	5	15	5	6	4	
b. 6 - 10	5	7	3	1	3	6	3	1	2	6	1	1	4	6	1	4	1	
c. 11 - 15	2	4	2	2	-	7	2	5	-	2	2	-	-	4	3	1	0	
d. 16 - 20	4	9	5	2	2	11	7	1	3	6	2	1	3	8	4	2	2	
e. 21 - 25	2	5	3	2	-	5	2	2	1	4	1	1	2	3	1	2	-	
f. 26 - 30	2	2	1	1	-	7	4	3	-	1	-	1	-	3	1	2	-	
g. Over 30	2	4	1	2	1	4	2	1	1	3	1	-	2	1	-	1	-	
h. None given	-	-	-	-	-	1	-	1	-	-	-	-	-	2	-	2	-	
Total	20	45	20	16	9	60	29	21	10	34	11	7	16	42	15	19	8	
II-D Thought																		
Years of Experience																		
a. 1 - 5	4	20	16	3	1	15	10	3	2	10	6	2	2	11	4	4	3	
b. 6 - 10	3	11	10	1	-	12	9	2	1	5	1	1	3	4	1	3	-	
c. 11 - 15	2	7	7	-	-	7	5	2	-	5	5	-	-	5	3	1	1	
d. 16-20	2	11	10	1	-	10	10	-	-	6	4	-	2	7	3	2	2	
e. 21 - 25	1	6	5	-	1	6	4	1	1	4	2	1	1	3	2	-	1	
f. 26 - 30	1	3	3	-	-	7	4	3	-	1	-	1	-	3	1	2	-	
g. Over 30	2	3	3	-	-	1	1	-	-	1	1	-	-	1	1	-	-	
h. None given	-	2	2	-	-	2	2	-	-	1	1	-	-	-	-	-	-	
Total	15	63	56	5	2	60	45	11	4	33	20	5	8	34	15	12	7	





Table 2 (Cont.)

II-E Test	Not in Tot. Text	Ans.	Class Work			Tot. Home Work			Tot. Ans.	Make-up Work			Tot. Work			Optional Work		
			F	S	N	F	S	N		F	S	N	F	S	N	F	S	N
Years of Experience																		
a. 1 - 5	5	14	11	2	1	9	3	5	1	7	1	3	8	1	3	4		
b. 6 - 10	5	6	5	-	1	5	3	-	2	2	-	2	5	2	1	2		
c. 11 - 15	6	7	6	-	1	3	1	-	2	3	1	1	3	1	1	1		
d. 16 - 20	4	11	8	2	1	7	4	1	2	3	1	2	7	-	2	5		
e. 21 - 25	4	6	4	-	2	5	3	-	2	2	1	1	3	2	-	1		
f. 26 - 30	2	5	5	-	-	5	2	3	-	2	1	-	2	-	2	-		
g. Over 30	3	6	6	-	-	2	2	-	-	3	-	-	1	1	-	-		
h. None given	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total	30	56	46	4	6	36	18	9	9	22	5	9	29	7	9	13		
III Exercises																		
Years of Experience																		
a. 1 - 5	3	6	4	-	2	6	5	-	1	1	2	2	4	-	2	2		
b. 6 - 10	-	1	-	1	-	2	1	1	-	-	-	1	1	-	1	-		
c. 11 - 15	2	1	1	-	-	2	2	-	-	1	-	-	1	-	-	-		
d. 16 - 20	-	4	2	1	1	4	2	2	-	1	3	1	2	-	1	1		
e. 21 - 25	-	2	2	-	-	2	2	-	-	1	1	-	1	-	-	-		
f. 26 - 30	-	2	2	-	-	2	2	-	-	-	-	-	2	-	1	-		
g. Over 30	1	1	1	-	-	1	1	-	-	1	-	-	1	1	-	-		
h. None given	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total	6	17	12	2	3	19	15	3	1	5	6	4	12	4	5	3		
III-A Outline of reading																		
Years of Experience																		
a. 1 - 5	7	16	5	6	5	18	10	7	1	6	6	-	11	4	3	4		
b. 6 - 10	5	7	3	2	2	8	4	2	2	3	-	2	3	1	-	2		
c. 11 - 15	3	8	3	4	1	6	2	3	1	3	-	-	3	2	1	-		
d. 16 - 20	3	7	2	3	2	9	4	3	2	8	1	3	6	-	1	5		
e. 21 - 25	2	5	1	2	2	2	1	1	-	4	1	1	5	1	2	2		
f. 26 - 30	3	5	3	2	-	6	3	3	-	1	1	-	2	-	1	1		
g. Over 30	2	1	-	-	1	4	1	1	2	1	-	1	2	1	-	1		
h. None given	-	1	-	1	-	2	-	2	-	1	-	-	-	-	-	-		
Total	25	50	17	20	13	55	25	22	8	35	19	9	32	9	8	15		



C

C







Table 2 (Cont.)

Not in Tot. Text		Tot. Ans.		Class Work		Tot. Ans.		Home Work		Tot. Ans.		Make-up Work		Tot. Ans.		Optional Work	
		F		S		F		S		F		S		F		S	
III-E Completion Tests																	
Years of Experience																	
a. 1 - 5	8	16	10	3	3	9	2	4	3	12	7	2	3	8	-	1	7
b. 6 - 10	9	7	5	2	-	3	1	2	-	3	2	-	1	2	1	-	1
c. 11 - 15	7	7	5	1	1	6	3	-	3	4	1	1	2	3	-	1	2
d. 16 - 20	5	10	8	1	1	6	1	2	3	5	1	-	4	6	-	-	6
e. 21 - 25	6	5	3	2	-	3	1	1	1	2	2	-	-	2	-	1	1
f. 26 - 30	8	4	3	1	-	4	2	-	2	1	-	1	-	2	-	1	1
g. Over 30	2	4	4	-	-	1	1	-	-	3	3	-	-	-	-	-	-
h. None given	-	2	2	-	-	-	-	-	-	1	1	-	-	-	-	-	-
Total	45	55	40	10	5	32	11	9	12	31	17	4	10	23	1	4	18
III-F Matching Tests																	
Years of Experience																	
a. 1 - 5	8	17	11	4	2	9	3	3	3	12	8	1	3	8	1	-	7
b. 6 - 10	9	7	5	2	-	3	1	2	-	3	2	-	1	2	1	-	1
c. 11 - 15	7	7	5	1	1	4	3	-	1	3	2	-	1	2	-	1	1
d. 16 - 20	4	10	8	1	1	6	2	1	3	5	1	-	4	6	-	-	6
e. 21 - 25	6	5	3	2	-	3	1	1	1	2	2	-	-	2	-	1	1
f. 26 - 30	8	5	5	-	-	4	2	-	2	1	-	1	-	2	-	1	1
g. Over 30	2	4	4	-	-	1	1	-	-	3	3	-	-	-	-	-	-
h. None given	-	2	2	-	-	-	-	-	-	1	1	-	-	-	-	-	-
Total	44	57	43	10	4	30	13	7	10	30	19	2	9	22	2	3	17
III-G Multiple-choice Tests																	
Years of Experience																	
a. 1 - 5	8	14	12	-	2	10	3	4	3	12	8	1	3	8	1	-	7
b. 6 - 10	9	9	7	2	-	5	3	2	-	3	2	-	1	2	1	-	1
c. 11 - 15	7	7	5	-	2	6	3	-	3	4	3	-	1	3	-	1	2
d. 16 - 20	4	10	8	1	1	6	2	2	2	5	1	1	3	6	-	-	6
e. 21 - 25	6	5	3	2	-	3	1	1	1	2	2	-	-	2	-	1	1
f. 26 - 30	8	3	3	-	-	4	2	-	2	1	-	-	-	2	-	1	1
g. Over 30	2	3	3	-	-	2	2	-	-	3	3	-	-	-	-	-	-
h. None given	-	2	2	-	-	-	-	-	-	1	1	-	-	-	-	-	-
Total	44	53	43	5	5	36	16	9	11	31	20	2	9	23	2	3	18





Table 2 (Cont.)

Not in Text		Tot.	Class Work			Tot.	Home Work			Tot.	Make-up			Tot.	Optional Work			
			Ans.	F	S		N	Ans.	F		S	N	Ans.		F	S	N	
III-H Completion of Charts, etc.																		
Years of Experience																		
a.	1 - 5	9	14	5	4	5	11	3	5	3	10	3	3	4	9	1	3	5
b.	6 - 10	3	7	3	1	3	7	4	2	1	4	2	1	1	3	1	1	1
c.	11 - 15	5	5	4	1	-	6	4	2	-	3	2	1	-	3	3	-	-
d.	16 - 20	1	13	9	3	1	9	7	2	-	7	3	1	3	7	2	1	4
e.	21 - 25	5	4	3	1	-	4	3	1	-	2	1	-	1	2	-	2	-
f.	26 - 30	3	2	1	1	-	5	5	-	-	-	-	-	-	3	3	-	-
g.	Over 30	2	3	2	-	1	3	3	-	-	1	1	-	-	1	1	-	-
h.	None given	-	2	-	1	1	2	-	1	1	-	-	-	-	1	-	-	1
Total		28	50	27	12	11	47	29	13	5	27	12	6	9	29	11	7	11
IV Problems																		
Years of Experience																		
a.	1 - 5	5	7	2	3	2	5	2	1	2	5	-	2	3	6	2	1	3
b.	6 - 10	2	4	2	1	1	5	1	3	1	3	1	-	2	4	1	1	2
c.	11 - 15	3	1	1	-	-	1	1	-	-	1	1	-	-	1	1	-	-
d.	16 - 20	1	2	1	1	-	2	-	2	-	2	-	1	1	2	-	1	1
e.	21 - 25	2	3	1	1	1	4	1	2	1	3	-	-	3	1	-	1	-
f.	26 - 30	2	3	3	-	-	4	4	-	-	-	-	-	-	-	-	-	-
g.	Over 30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
h.	None given	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total		16	20	10	6	4	21	9	8	4	14	2	3	9	14	4	4	6
IV-A Related to Text																		
Years of Experience																		
a.	1 - 5	6	15	8	4	3	13	7	2	4	9	3	1	5	11	5	2	4
b.	6 - 10	3	10	5	3	2	10	4	4	2	5	1	2	2	7	1	3	3
c.	11 - 15	3	5	3	2	-	4	3	1	-	3	2	1	-	4	2	2	-
d.	16 - 20	1	11	7	3	1	7	5	1	1	8	2	2	4	8	4	3	1
e.	21 - 25	5	3	1	2	-	4	1	3	-	1	-	-	1	1	-	1	-
f.	26 - 30	2	5	4	1	-	5	2	3	-	1	-	1	-	4	2	1	1
g.	Over 30	2	4	3	-	1	3	2	-	1	2	1	-	1	2	1	-	1
h.	None given	-	2	1	1	-	1	-	1	-	1	-	1	-	2	1	1	-
Total		22	55	32	16	7	47	24	15	8	30	9	8	13	39	16	13	10





Table 2 (Cont.)

Not in Text															Tot. Ans.			Tot. Home Work			Tot. Make-up Work			Optional Work		
Text															Ans.			F S N			F S N			F S N		
															Ans.			F S N			F S N			F S N		
IV-B Related to parallel, etc.																										
Years of Experience																										
a. 1 - 5	8	15	6	4	5	17	5	8	4	11	2	4	5	13	7	3	3									
b. 6 - 10	3	7	3	2	2	9	3	4	2	5	2	1	2	5	-	2	3									
c. 11 - 15	2	7	2	4	1	5	1	4	-	3	-	3	-	3	1	2	-									
d. 16 - 20	3	7	4	3	-	7	4	3	-	7	1	2	4	8	4	3	1									
e. 21 - 25	5	4	1	2	1	3	-	1	2	2	-	-	2	2	2	2	-									
f. 26 - 30	3	2	2	-	-	3	1	2	-	1	-	1	-	4	2	1	1									
g. Over 30	2	3	1	1	1	3	2	-	1	2	1	-	1	2	1	-	1									
h. None given	-	1	-	1	-	1	-	1	-	2	1	1	-	2	1	1	-									
Total	26	46	19	17	10	48	16	23	9	33	7	12	14	39	16	14	9									
IV-C Related to current reading																										
Years of Experience																										
a. 1 - 5	11	16	12	3	1	15	7	7	1	11	3	6	2	13	7	3	3									
b. 6 - 10	6	8	5	2	1	8	5	2	1	5	2	1	2	5	1	2	2									
c. 11 - 15	5	6	4	1	1	5	4	1	-	3	2	1	-	4	3	1	-									
d. 16 - 20	2	7	5	2	-	7	5	2	-	6	-	2	4	9	5	3	1									
e. 21 - 25	6	4	-	2	2	4	1	1	2	2	-	-	2	2	-	1	1									
f. 26 - 30	4	5	5	-	-	4	2	2	-	1	-	1	-	6	4	2	-									
g. Over 30	2	4	2	1	1	4	3	-	1	2	1	-	1	3	1	1	1									
h. None given	-	2	1	1	-	2	1	1	-	2	1	1	-	2	1	1	-									
Total	36	52	34	12	6	49	28	16	5	32	9	12	11	44	22	14	8									
V Activities																										
Years of Experience																										
a. 1 - 5	1	4	2	1	1	4	2	1	1	3	-	-	3	3	-	-	3									
b. 6 - 10	1	1	-	1	-	1	-	1	-	2	-	-	2	1	-	1	-									
c. 11 - 15	1	1	1	-	-	1	1	-	-	1	1	-	-	1	-	-	-									
d. 16 - 20	-	1	-	1	-	1	-	1	-	1	-	1	-	1	-	1	-									
e. 21 - 25	1	2	-	2	-	2	-	2	-	2	-	1	1	2	-	1	1									
f. 26 - 30	-	1	1	-	-	1	-	1	-	-	-	-	-	-	-	-	-									
g. Over 30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-									
h. None given	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-									
Total	4	10	4	5	1	10	3	6	1	9	1	2	6	8	1	3	4									



1. The first part of the paper  
discusses the general principles  
of the theory.

2. The second part of the paper  
describes the experimental  
method used.

3. The third part of the paper  
presents the results of the  
experiments.

4. The fourth part of the paper  
discusses the conclusions  
drawn from the results.

5. The fifth part of the paper  
presents the author's  
acknowledgments.

6. The sixth part of the paper  
presents the author's  
references.

7. The seventh part of the paper  
presents the author's  
conclusions.

8. The eighth part of the paper  
presents the author's  
acknowledgments.

9. The ninth part of the paper  
presents the author's  
references.

10. The tenth part of the paper  
presents the author's  
conclusions.

11. The eleventh part of the paper  
presents the author's  
acknowledgments.

12. The twelfth part of the paper  
presents the author's  
references.

Table 2 (Cont.)

		Not in Tot		Class Work			Tot.		Home Work			Tot.		Make-up Work			Tot.		Optional Work		
		Text	Ans.	F	S	N	Ans.	F	S	N	Ans.	F	S	N	Ans.	F	S	N			
V.A. 1. Oral Reports																					
Years of Experience																					
a.	1 - 5	9	18	13	2	3	19	12	3	4	13	3	1	9	14	3	6	5			
b.	6 - 10	3	13	7	5	1	10	6	3	1	5	1	-	4	8	3	2	3			
c.	11 - 15	2	7	4	2	1	8	2	4	2	3	-	1	2	4	2	1	1			
d.	16 - 20	2	13	5	6	2	9	5	3	1	6	-	3	3	8	4	1	3			
e.	21 - 25	1	9	4	4	1	6	2	3	1	4	-	3	1	6	1	3	2			
f.	26 - 30	2	8	7	-	1	8	6	1	1	3	1	-	2	3	3	-	-			
g.	Over 30	2	2	2	-	-	3	3	-	-	1	-	1	-	2	2	-	-			
h.	None given	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-			
Total		21	71	42	20	9	63	36	17	10	35	5	9	21	45	18	13	14			
V.A. 2. Written Reports																					
Years of Experience																					
a.	1 - 5	7	17	8	5	4	21	12	5	4	14	3	3	8	14	4	5	5			
b.	6 - 10	2	13	6	5	2	10	4	4	2	6	1	1	4	8	3	3	2			
c.	11 - 15	2	4	2	1	1	7	3	3	1	4	2	-	2	3	1	2	-			
d.	16 - 20	2	11	3	7	1	9	5	3	1	7	1	1	5	7	2	2	3			
***e.	21 - 25	1	8	1	5	2	6	-	5	1	4	1	2	1	4	-	3	1			
f.	26 - 30	2	7	4	2	1	9	5	3	1	2	1	-	1	4	3	-	1			
g.	Over 30	3	3	2	1	-	2	2	-	-	1	-	1	-	2	1	1	-			
h.	None given	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Total		19	64	27	26	11	64	31	23	10	38	9	8	21	42	14	16	12			
V.A. 3 Debates, panel discussions																					
Years of Experience																					
a.	1 - 5	10	19	5	9	5	17	5	7	5	11	1	2	8	11	3	2	6			
b.	6 - 10	2	11	1	5	5	6	1	3	2	4	-	1	3	4	-	-	4			
c.	11 - 15	3	7	3	3	1	6	3	1	2	3	1	-	2	5	2	2	1			
d.	16 - 20	2	12	5	7	-	9	3	6	-	7	1	1	5	7	2	2	3			
e.	21 - 25	4	6	1	3	2	3	-	2	1	2	-	-	2	3	-	2	1			
f.	25 - 30	1	5	4	1	-	7	4	3	-	1	-	-	1	3	2	-	1			
g.	Over 30	2	3	2	1	-	2	2	-	-	1	-	1	-	2	1	1	-			
h.	None given	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Total		24	63	21	29	13	50	18	22	10	29	3	5	21	36	11	9	16			





Table 2 (Cont.)

Not in Tot.		Class Work			Tot. Home Work			Tot. Make-up Work			Tot. Optional Work		
		Ans.	F	S	N	Ans.	F	S	N	Ans.	F	S	N
<b>V.A. 4 Letters</b>													
Years of Experience													
a. 1 - 5	11	14	2	7	5	17	4	8	5	13	2	4	7
b. 6 - 10	2	9	1	3	5	5	-	1	4	5	-	1	4
c. 11 - 15	2	6	1	2	3	8	2	3	3	6	2	1	3
d. 16 - 20	3	9	1	5	3	8	-	5	3	7	-	2	5
e. 21 - 25	6	4	-	2	2	3	1	1	1	1	-	-	1
f. 26 - 30	2	4	-	2	2	5	1	2	2	2	-	2	2
g. Over 30	1	3	1	1	1	2	1	-	1	2	-	1	1
h. None given	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	27	49	6	22	21	48	9	20	19	36	4	9	23
<b>V.A. 5 Poems</b>													
Years of Experience													
a. 1 - 5	15	9	-	1	8	6	-	-	6	7	1	-	6
b. 6 - 10	3	8	-	-	8	4	-	-	4	4	-	-	4
c. 11 - 15	5	4	-	1	3	5	-	1	4	3	-	1	2
d. 16 - 20	3	9	-	1	8	8	-	1	7	6	-	-	6
e. 21 - 25	7	2	-	-	2	2	-	-	2	1	-	-	1
f. 26 - 30	3	2	-	1	1	2	-	1	1	1	-	1	1
g. Over 30	-	1	-	-	1	1	1	-	-	-	-	-	1
h. None given	-	1	-	1	-	-	-	-	-	-	-	-	-
Total	36	36	-	5	31	28	1	3	24	22	1	1	20
<b>V.A. 6 Radio Scripts</b>													
Years of Experience													
a. 1 - 5	13	12	-	4	8	11	1	2	8	10	1	-	9
b. 6 - 10	2	8	-	-	8	4	-	-	4	4	-	-	4
c. 11 - 15	5	5	-	2	3	6	1	1	4	4	-	-	2
d. 16 - 20	3	9	-	3	6	7	-	2	5	6	-	1	5
e. 21 - 25	7	3	-	1	2	2	-	-	2	1	-	-	1
f. 26 - 30	3	2	-	1	1	3	-	2	1	1	-	1	1
g. Over 30	1	1	-	-	1	1	1	-	-	-	-	1	-
h. None given	1	-	-	-	-	-	-	-	-	-	-	-	-
Total	35	40	-	11	29	34	3	7	24	26	1	3	22





Table 2 (Cont.)

		Not in Tot.		Class Work		Tot.		Home Work		Tot. Make-up Work		Tot. Optional Work		
		Text	Ans.	F	S	N	Ans.	F	S	N	Ans.	F	S	N
V.B Dramatic														
1. Dramatize events														
Years of Experience														
a. 1 - 5	11	12	-	4	8	9	-	-	9	11	-	1	10	9
b. 6 - 10	5	6	-	-	6	3	-	-	3	3	-	-	3	3
c. 11 - 15	4	5	1	2	2	7	-	1	6	3	-	-	3	2
d. 16 - 20	4	1	-	1	0	9	-	-	1	8	-	-	8	7
e. 21 - 25	7	2	-	1	1	2	-	-	1	1	-	-	1	2
f. 26 - 30	3	3	1	1	1	2	-	-	1	1	-	-	1	1
g. Over 30	1	2	-	1	1	2	-	-	1	1	-	-	1	2
h. None given	1	1	-	-	1	1	-	-	1	1	-	-	1	1
Total	36	32	2	10	20	35	-	5	30	29	-	1	28	30
V.B 2 Dramatize periods														
Years of Experience														
a. 1 - 5	12	9	-	-	9	7	-	-	7	9	-	1	8	9
b. 6 - 10	3	6	-	-	6	3	-	-	3	3	-	-	3	3
c. 11 - 15	4	5	-	3	2	4	-	1	3	4	-	1	3	4
d. 16 - 20	4	10	-	1	9	7	-	1	6	6	-	-	6	5
e. 21 - 25	6	2	-	-	2	2	-	-	2	1	-	-	1	2
f. 26 - 30	3	2	-	1	1	2	-	1	1	1	-	-	1	4
g. Over 30	1	3	-	1	2	2	-	-	2	2	-	-	2	2
h. None given	-	1	-	-	1	1	-	-	1	1	-	-	1	1
Total	33	38	-	6	32	28	-	3	25	27	-	2	25	30
V.C Creative and Constructive														
1. Charts, diagrams, tables														
Years of Experience														
a. 1 - 5	10	15	9	3	3	19	7	6	6	11	2	4	5	10
b. 6 - 10	2	9	4	3	2	9	5	4	-	3	1	-	2	3
c. 11 - 15	4	5	3	1	1	7	6	-	1	3	1	-	2	2
d. 16 - 20	3	11	3	5	3	10	5	3	2	7	1	3	3	7
e. 21 - 25	5	4	2	2	-	3	-	3	-	1	-	-	1	1
f. 26 - 30	-	3	1	1	1	5	2	2	1	1	-	1	-	4
g. Over 30	1	2	-	1	1	2	1	-	1	2	-	1	1	4
h. None given	-	1	-	-	1	1	-	-	1	1	-	-	1	1
Total	25	50	22	16	12	56	26	18	12	29	5	9	15	32
														10





Table 2 (Cont)

V.C. 2. Time Line or Chart		Not in Tot.		Class Work			Tot. Home Work			Tot. Make-up Work			Tot. Optional Work			
		Text	Ans.	F	S	N	F	S	N	F	S	N	F	S	N	
Years of Experience																
a.	1 - 5	11	12	5	4	3	12	4	6	2	9	2	3	4	10	3
b.	6 - 10	2	8	2	2	4	8	4	3	1	4	-	1	3	5	2
c.	11 - 15	4	6	5	-	1	8	5	1	2	4	1	1	2	4	2
d.	16 - 20	2	11	1	3	2	10	3	6	1	7	1	3	3	7	1
e.	21 - 25	5	4	2	2	-	3	-	3	-	1	-	-	1	1	-
f.	26 - 30	-	3	1	1	1	5	2	2	1	2	1	1	0	3	2
g.	Over 30	1	3	-	2	1	2	1	-	1	2	-	1	1	3	2
h.	None given	-	1	1	-	-	1	-	1	-	1	-	1	-	1	-
Total		25	48	17	19	12	49	19	22	8	30	5	11	14	34	10
V.C. 3. Bar or line graphs																
Years of Experience																
a.	1 - 5	10	14	3	4	7	13	2	5	6	9	1	-	8	10	7
b.	6 - 10	2	8	1	2	5	7	3	2	2	3	-	1	2	5	2
c.	11 - 15	4	7	3	2	2	8	5	2	1	3	1	-	2	4	2
d.	16 - 20	2	11	1	6	4	10	3	5	2	6	-	3	3	6	2
e.	21 - 25	5	3	2	1	-	3	1	1	1	1	-	-	1	1	-
f.	26 - 30	-	4	2	1	1	6	4	1	1	2	1	-	1	4	3
g.	Over 30	-	2	-	1	1	2	1	-	1	1	-	-	1	2	1
h.	None given	-	1	-	-	1	1	-	-	1	1	-	-	1	-	-
Total		23	50	12	17	21	50	19	16	15	26	3	4	19	32	15
V.C. 4. Outline or original maps																
Years of Experience																
a.	1 - 5	7	18	10	5	3	19	12	5	2	10	4	2	4	12	4
b.	6 - 10	1	12	3	5	4	11	10	-	1	5	4	-	1	6	3
c.	11 - 15	5	6	2	2	2	6	2	2	2	4	2	1	1	4	2
d.	16 - 20	3	10	3	6	1	11	2	8	1	7	1	4	2	7	3
e.	21 - 25	3	4	3	-	1	4	1	2	1	2	1	1	-	2	1
f.	26 - 30	-	4	3	-	1	7	5	1	1	2	1	1	-	3	-
g.	Over 30	1	3	1	1	1	5	4	-	1	2	-	1	1	2	1
h.	None given	-	1	-	1	-	1	1	-	-	2	-	-	-	-	-
Total		20	58	25	20	13	64	37	18	9	32	13	10	9	36	9





Table 2 - (Cont.)

		Not in Tot.		Class Work			Tot.			Home Work			Tot.			Make-up Work			Tot.			Optional Work		
		Text	Ans.	F	S	N	Ans.	F	S	N	Ans.	F	S	N	Ans.	F	S	N	Ans.	F	S	N		
V.C. 5. Scrapbooks																								
Years of Experience																								
a.	1 - 5	11	13	2	6	5	13	4	3	6	10	1	1	8	13	5	3	5						
b.	6 - 10	2	8	1	-	7	6	1	1	4	3	-	-	3	4	2	-	2						
c.	11 - 15	3	6	-	1	5	6	2	1	3	3	-	1	2	5	2	2	1						
d.	16 - 20	3	10	-	2	8	8	-	2	6	6	-	1	5	6	2	1	3						
e.	21 - 25	6	4	-	1	3	2	-	-	2	1	-	-	1	1	-	1	-						
f.	26 - 30	1	3	1	1	1	4	1	-	3	1	-	1	-	4	3	-	1						
g.	Over 30	-	1	-	-	1	1	-	-	1	1	-	-	-	2	-	1	1						
h.	None given	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-						
Total		27	45	4	11	30	40	8	7	25	25	1	4	20	36	15	8	13						
V.C. 6. Cartoons																								
Years of Experience																								
a.	1 - 5	9	15	3	4	8	15	2	5	8	13	2	2	9	13	5	2	6						
b.	6 - 10	3	8	2	-	6	6	1	2	3	3	-	-	3	5	1	1	3						
c.	11 - 15	3	6	1	1	4	6	1	3	2	3	-	1	2	5	2	2	1						
d.	16 - 20	2	10	-	3	7	9	-	4	5	6	-	2	4	7	3	2	2						
e.	21 - 25	6	5	-	3	2	3	-	3	-	1	-	-	1	1	-	1	-						
f.	26 - 30	1	3	1	1	1	5	2	1	2	1	-	1	-	4	2	1	1						
g.	Over 30	1	1	-	-	1	3	1	-	2	1	-	-	1	1	-	-	1						
h.	None given	1	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-						
Total		26	48	7	12	29	47	7	18	22	28	2	6	20	37	14	9	14						
V.C. 7. Posters																								
Years of Experience																								
a.	1 - 5	10	14	2	4	8	14	2	5	7	10	1	1	8	11	5	-	6						
b.	6 - 10	2	7	-	-	7	6	1	1	4	4	-	-	4	5	1	1	3						
c.	11 - 15	3	6	1	-	5	6	2	1	3	3	-	1	2	5	2	2	1						
d.	16 - 20	2	10	-	2	8	9	-	3	6	6	-	2	4	7	3	1	3						
e.	21 - 25	6	4	-	4	-	2	-	1	1	1	-	-	1	1	-	1	-						
f.	26 - 30	1	3	1	1	1	3	1	-	2	1	-	1	-	4	2	1	1						
g.	Over 30	1	2	-	1	1	3	1	-	2	1	-	-	1	3	2	-	1						
h.	None given	1	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-						
Total		26	46	4	12	30	43	7	11	25	26	1	5	20	37	16	6	15						





Table 2 (Cont)

Not in Text		Tot. Ans.		Class		Home Work		Tot. Ans.		Make-up Work		Tot. Ans.		Optional Work			
				F S		F S				F S				F S			
V-C 8. Pictures																	
Years of Experience																	
a. 1 - 5	10	14	3	3	8	13	3	3	7	10	1	1	8	13	5	2	6
b. 6 - 10	2	7	-	-	7	6	1	1	4	4	-	-	4	5	1	-	4
c. 11 - 15	3	5	1	1	3	5	1	3	1	2	-	1	1	4	2	1	1
d. 16 - 20	2	10	-	2	8	8	-	2	6	6	-	1	5	7	3	1	3
e. 21 - 25	6	4	-	3	1	2	-	1	1	1	-	-	1	1	-	1	-
f. 26 - 30	1	3	1	1	1	4	2	-	2	1	-	1	-	4	2	1	1
g. Over 30	-	1	-	-	1	2	-	-	2	1	-	-	1	2	1	-	1
h. None given	1	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-
Total	25	44	5	10	29	40	7	10	23	25	1	4	20	37	15	6	16
VI In the Appendix																	
Years of Experience																	
a. 1 - 5	-	5	4	-	1	5	3	1	1	4	-	1	3	4	-	1	3
b. 6 - 10	-	4	4	-	-	2	2	-	-	1	-	1	-	1	1	-	-
c. 11 - 15	-	1	1	-	-	1	1	-	-	1	1	-	-	-	-	-	-
d. 16 - 20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
e. 21 - 25	-	1	1	-	-	-	-	-	-	-	-	-	-	1	-	-	1
f. 26 - 30	-	1	1	-	-	1	1	-	-	-	-	-	-	-	-	-	-
g. Over 30	-	1	1	-	-	1	1	-	-	-	-	-	-	-	-	-	-
h. None given	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	-	13	12	-	1	10	8	1	1	6	1	2	3	6	1	1	4
VI-A Constitution																	
Years of Experience																	
a. 1 - 5	1	26	22	2	2	21	14	4	3	11	2	6	3	11	2	3	6
b. 6 - 10	-	12	10	2	-	8	6	2	-	4	1	2	1	4	2	-	2
c. 11 - 15	-	9	8	1	-	8	6	2	-	4	2	2	-	3	1	1	1
d. 16 - 20	1	12	9	3	-	12	10	2	-	6	4	1	1	6	2	2	2
e. 21-25	-	12	12	-	-	8	8	-	-	3	1	1	1	3	1	1	1
f. 26 - 30	-	8	6	2	-	7	6	1	-	1	-	-	1	1	-	-	1
g. Over 30	1	6	6	-	-	2	2	-	-	1	-	1	-	1	1	-	-
h. None given	-	2	2	-	-	1	1	-	-	1	-	-	-	-	-	-	-
Total	3	87	75	10	2	67	53	11	3	31	11	13	7	29	9	7	13





Table 2 (Cont)

Not in Text		Tot. Class Work			Tot. Home Work			Tot. Make-up Work			Tot. Optional Work						
		Ans.	F	S	N	Ans.	F	S	N	Ans.	F	S	N				
VI-B Declaration																	
Years of Experience																	
a.	1 - 5	1	25	17	6	2	17	8	3	12	2	5	5	11	2	2	7
b.	6 - 10	-	10	8	2	-	8	5	3	4	1	2	1	4	1	1	2
c.	11 - 15	-	10	7	3	-	7	4	3	3	2	1	-	3	1	1	1
d.	16 - 20	-	12	9	3	-	10	8	2	6	4	1	1	6	2	2	2
e.	21 - 25	-	12	10	2	-	8	7	1	2	1	1	-	2	2	-	-
f.	26 - 30	-	8	6	2	-	7	6	1	1	-	-	1	1	-	-	1
g.	Over 30	1	5	4	1	-	2	2	-	1	-	1	-	1	1	-	-
h.	None given	-	2	2	-	-	1	1	-	1	1	-	-	-	-	-	-
Total		2	84	63	19	2	60	41	16	30	11	11	8	28	9	6	13
VI-C Presidents and Vice Pres.																	
Years of Experience																	
a.	1 - 5	2	22	15	5	2	17	7	3	11	2	4	5	10	3	2	5
b.	6 - 10	3	8	4	3	1	6	2	3	5	-	3	2	7	2	1	4
c.	11 - 15	1	8	6	2	-	6	2	4	3	1	2	-	4	1	1	2
d.	16 - 20	2	9	5	2	2	7	5	2	4	2	-	2	5	1	2	2
e.	21 - 25	1	8	4	4	-	6	4	2	3	-	2	1	3	1	1	1
f.	26 - 30	4	5	3	1	1	2	1	-	1	-	-	1	1	-	-	1
g.	Over 30	1	4	2	-	2	2	-	2	1	-	-	1	2	-	1	1
h.	None given	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-
Total		14	64	39	17	8	47	22	18	7	28	5	11	12	8	8	16
VI-D Secretaries of State																	
Years of Experience																	
a.	1 - 5	12	14	5	5	4	10	3	4	8	1	3	4	7	2	1	4
b.	6 - 10	5	7	3	1	3	5	2	1	4	-	2	2	5	2	-	3
c.	11 - 15	8	2	-	1	1	4	1	2	3	1	1	1	3	-	1	2
d.	16 - 20	3	9	4	1	4	7	3	1	4	2	-	2	5	1	1	3
e.	21 - 25	5	5	2	2	1	4	1	3	2	1	1	1	2	1	-	1
f.	26 - 30	5	6	4	1	1	3	2	-	1	-	-	1	1	-	-	1
g.	Over 30	-	4	1	-	3	2	-	-	1	-	-	1	2	-	1	1
h.	None given	-	1	-	-	1	1	-	-	1	-	-	1	1	-	-	1
Total		38	48	19	11	18	36	12	10	14	24	4	7	13	6	4	16





Table 2 (Cont.)

Not in Text		Tot. Ans.	Class F	S	Work N	Tot. Ans.	Home F	S	N	Tot. Ans.	Make-up F	S	N	Tot. Ans.	Optional F	S	N
VI-E Information about States																	
Years of Experience																	
a.	1 - 5	9	16	6	5	5	11	3	4	4	9	1	2	6	2	2	5
b.	6 - 10	7	5	4	1	-	2	1	1	-	2	-	2	-	1	-	1
c.	11 - 15	3	4	2	2	-	4	1	3	-	3	1	1	1	-	1	1
d.	16 - 20	1	11	4	3	4	8	2	2	4	4	1	1	2	1	1	3
e.	21 - 25	3	8	4	2	2	5	1	3	1	2	-	2	2	-	1	1
f.	26 - 30	4	5	2	2	1	2	1	-	1	1	-	-	1	-	-	1
g.	Over 30	1	2	-	1	1	2	1	-	1	1	-	-	1	-	-	1
h.	None given	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Total		28	52	22	17	13	34	10	13	11	22	3	6	13	4	5	13
VI-F Topical Analysis																	
Years of Experience																	
a.	1 - 5	10	11	3	3	5	9	1	4	4	6	-	1	5	1	2	3
b.	6 - 10	7	5	4	1	-	3	3	-	-	2	1	1	-	2	-	1
c.	11 - 15	3	4	1	2	1	4	-	3	1	3	1	1	1	-	1	2
d.	16 - 20	3	8	3	2	3	7	3	3	1	4	1	2	1	3	1	1
e.	21 - 25	3	7	3	3	1	5	2	2	1	2	-	1	1	-	1	1
f.	26 - 30	2	5	4	-	1	4	3	-	1	1	-	-	1	1	-	1
g.	Over 30	1	3	1	1	1	4	3	-	1	2	-	1	1	1	-	1
h.	None given	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total		29	43	19	12	12	36	15	12	9	20	3	7	10	9	6	10





Do you use the films suggested for use in connection with the text?

Years of Experience	Yes	No	Seldom	None Suggested	None Available	Film Slides
1 - 5	2	13	3	5	1	-
6 - 10	5	7	2	1	-	-
11 - 15	3	3	1	4	-	1
16 - 20	3	6	2	3	-	-
21 - 25	4	3	2	2	-	-
26 - 30	3	4	4	-	-	-
Over 30	1	2	1	-	-	1
Not Given	1	-	1	-	-	-
Total	22	38	16	15	1	2

Check your evaluation of the study helps in your text:

Years of Experience	Excellent	Good	Fair	Poor
1 - 5	5	14	7	-
6 - 10	3	10	3	-
11 - 15	2	8	3	-
16 - 20	3	8	3	-
21 - 25	2	8	3	-
26 - 30	6	4	1	2
Over 30	-	2	1	1
Not Given	1	-	1	-
Total	22	54	22	3

Check your opinion of the number of study helps in your text.

Years of Experience	Too Many	Sufficient,	Too Few
1 - 5	4	16	6
6 - 10	1	15	-
11 - 15	-	9	4
16 - 20	2	10	2
21 - 25	4	5	3
26 - 30	-	10	3
Over 30	2	3	1
Not Given	-	2	-
Total	13	70	19



Table 3 - Textbooks Used in 108 Massachusetts Classes

Muzzey, D. S. ---	<u>A History of Our Country</u> , 1935 - 1947	36
" " "	and Gavian and Hamm-- <u>The American Story</u> , 1945	3
" " "	and Wirth-- <u>Development of America</u> , 1946 and 1947	2
" " "	and Faulkner and Kepner-- <u>America, Its History and People</u> , 1947	1
" " "	and Harlow-- <u>Story of America</u> , 1937	1
" " "	and Guitteau-- <u>The History of the United States</u> , 1942	1
" " "	and Riegel and Haugh-- <u>United States of America</u> , 1947	1
" " "	and Adams and Vannest-- <u>Record of America</u> , 1946	1
Wirth, F. P. --	<u>Development of America</u> , 1936 - 1947	14
" " "	and Faulkner and Kepner-- <u>America, Its History and People</u> , 1941 - 1947	1
Harlow, Ralph V. --	<u>Story of America</u> , 1937 - 1947	10
Adams and Vannest --	<u>The Record of America</u> , 1935 and 1946	3
" " "	and Faulkner and Kepner-- <u>America, Its History and People</u> 1942	1
" " "	and Guitteau-- <u>History of the United States</u> , 1946	1
Faulkner, Kepner, Bartlett--	<u>The American Way of Life</u> , 1941 and 1947	2
" " "	and Carman, Kimmel and Walker-- , 1948	1
" " "	and Faulkner and Kepner-- <u>America, Its History and People</u> , 1947	1
Canfield, Wilder, Paxson, Coulter and Head--	<u>The United States in the Making</u> , 1940 - 1943	4
Faulkner and Kepner --	<u>America, Its History and People</u> , 1941 - 1947	4
Hamm, William A. --	<u>The American People</u> , 1938 and 1939	4
Gavian and Hamm --	<u>The American Story</u> , 1945	4
Beard and Beard --	<u>Making of American Civilization</u> , 1937 and 1939	2
West and West --	<u>The American People</u> , 1937	2
Hamm --	<u>From Colony to World Power</u> , 1947	1
Hughes --	<u>Our United States</u>	1
McGuire and Portwood --	<u>The Rise of Our Free Nation</u> , 1943	1
Guitteau --	<u>The History of the United States</u> , 1942	1
Riegel and Haugh --	<u>United States of America</u> , 1947 )	1
Yarborough, Bruner and Hancox --	<u>A History of the United States</u> , 1941 )	









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